

The Modern Language Journal

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ATTAINABLE AIMS IN MODERN LANGUAGE TEACH- ING IN THE PREPARATORY SCHOOLS

By FREDERICK S. HEMRY

(Read before the New York State M. L. A.)

EIGHT years ago it was my privilege to present to the Association of Preparatory Schools and Colleges (please note the order in which I put them) my views on the aims that modern language instruction in schools and, to a certain extent, in colleges should have. Since that time I have served on the Modern Language Section of the Commission of the National Educational Association on the Reorganization of Secondary Education, and have had two years each of service as examiner and reader for the College Entrance Examination Board. A dozen years of experience in teaching in preparatory schools constitute an additional factor in the personal equation that you have a right to know as the basis of my views.

Eight years ago Professor Armstrong, then of Johns Hopkins, expressed the hope in his address to the Association that the time devoted to the modern languages might soon be increased. And in its report to the N. E. A. the Modern Language section of the commission already referred to urged the establishment of a six year course. But I have been informed that the reviewing committee, which sits in judgment on the recommendations of the various sections, has limited its approval to two years of a modern language. The public high school will surely not be a less potent factor in the future than in the past in the setting of entrance requirements.

I do not believe, then, that in the country as a whole there will be any increased emphasis placed upon the teaching of languages in the schools. We are face to face today with a world in which the problems of the creation and distribution of wealth, the production of goods, are uppermost in the minds of men. The schools will be

called upon to furnish stenographers and electricians, draftsmen and designers, budding chemists and engineers, and in the training of these teachers of modern languages can have but small part, even though we may occasionally help a girl of nimble tongue and fingers to a stenographer's place in an importing house or start a boy on his way to South America as a Yankee drummer.

We shall, then, have to continue working in the schools practically under existing conditions as to the sum total of time allotted to our subjects, two or three years each of four or five periods per week. These schools of which I speak fall into two categories:

1) The public high schools, an extremely inconstant quantity, varying from the large well manned or "womaned" urban school, where, however, preparation for college entrance examinations is a by-product, to the schools in towns of five or ten or twenty thousand, which may, to be sure, be well staffed, but find it difficult to maintain proper standards because of a lack of understanding on the part of school officers or because of social pressure. It is, however, from these latter schools that the majority of our boys and girls must find their way to college.

2) The private preparatory school, likewise a variable quantity, an older institution than the public high school and owing its continued existence, first, to a certain class aloofness of the well-to-do and, secondly, to the belief that the public high schools, established as they are for a different purpose, are not always able to give the thorough training necessary to enable a particular boy to enter the particular college for which he is bound. It has become, therefore, a common practice of well-to-do parents in the middle and central states to send their sons to the local high school for one, two, or three years and then to a fitting school, if indeed they do not send him directly from the grades.

The natural outgrowth of this is, that, along with many brilliant and ambitious boys, there descend upon us, to be fitted for college, many youngsters whose high school career has been unsuccessful by reason of their own lack of interest and talent or who, with a moderate share of both, have been lulled by inflated grades into blissful unconsciousness of their real attainments.

In determining the kind of instruction to be given, there are three things to consider: 1. Who is to give it? 2. Who is to receive it? 3. What use is he to make of it? Let us consider here the

recipient, for of instruction, if not of advice, it may be said that it is more blessed to receive than to give. What are his tastes and what sort of relations has he established with such a subject?

Frankly, he is not interested in the literature of France or Germany or Spain, as he is quite uninterested in English literature, nor especially in the language as an art. To be sure, it does stir his curiosity a bit to hear some boy from South America, denominated a "guinea" or a "wop," speak glibly a language of which he understands not a sound, and if he could purchase the ability to do likewise, he would cheerfully wire Father for extra funds. Moreover, Father, who is a manufacturer of plows in Illinois or of collars in Troy, is extending his business to South America, and it would be a pleasant adventure to take personal charge of that end of things a little later on.

No, he has never had any Latin. He tried it three years ago and repeated the experiment the second year, but that stuff sure did get his goat, and he dropped it. What is a verb? A verb is—he can't quite define it, but he is sure that in the sentence "It is John," *is* is the verb and John its object, and as for a progressive or emphatic verb, you are quite at liberty to search his person. Or perhaps, like one attractive boy that I know, he has had four years of high school Latin, including Virgil, two years of German, and one of Spanish, and must slowly be helped to an understanding of verb, subject, direct object, indirect object, genitive case. And if you undertake to probe more deeply into the question of what he did last year or the year before, you will probably learn that "it was a brown book" or a green one or a red one.

Yes, he is going to college. His teacher in Texas or Wyoming or in Indiana has assured him that with the start he has been given, he should easily make Princeton or Yale Sheffield or Cornell or the Wharton School or Massachusetts Institute in two years at the outside. Or perhaps, indeed, he has, or has been assured, credit at Pennsylvania or Cornell or Swarthmore.

And when he emerges from college halls, he will be an electrical engineer or a mechanical engineer or an administrative engineer or an engineering administrator, ready to take upon his young shoulders the responsibility for making Portuguese plows for Brazil, Spanish ones for Mexico, or collars and cuffs for these Unionized States.

Of such, with variations as countless as the shadings of the autumn leaves, is the kingdom of the modern language master in a preparatory school. But here is the boy in your second or third year French or German or Spanish class along with the brands you and your colleagues plucked from last year's burning. And in your first year class is his younger brother, as yet virgin soil for your sowing. What are you going to do with them?

This is no time for hitching wagons to stars, that is, if you wish to continue teaching modern languages in preparatory schools. For the private preparatory school, whether conducted as a gainful enterprise or as an endowed semi-public institution, shares with no other institution of our whole educational cosmos or chaos, as you will, the distinction of being checked up by an outside agency, nowadays the College Entrance Examination Board. You are confronting the irreducible minimum.

To steer your boys safely past these examinations—let us be perfectly frank about it—must therefore largely constitute the primary aim of your instruction. And since the proportion of successful candidates to the unsuccessful in these standardized tests, the country over, is only a little better than "fifty fifty," you probably heave a sigh of relief and pat yourself on the back, when you find that your candidates, even the football heroes, have piled up for you a score of seventy-five or eighty or perhaps even a century.

In order to attain this goal or aim, which you have proposed to yourself out of purely pragmatic considerations, you must do some real teaching, even if it be in no small measure what one of the most successful men I know calls "stuffing and cramming and pounding," the same sort of intensive, concentrated drilling on essentials that, in 1917, transformed clerks, lawyers and even schoolmasters into lieutenants and captains and even majors. What shall you teach?

First of all you will teach pronunciation, but you will not have time for a purely phonetic method, nor indeed a great deal of time for just pronunciation at all. It is in French that the task is hardest and you will never be able to relax in your vigilance. Vowels, consonants, syllable division, word and sentence stress, taught largely by imitation, using phonetic symbols as a means of visualizing sounds, will lead presently to dictation. In the third

year reading aloud and questioning in French on a portion of the text read or a composition lesson prepared will probably be the means employed. Exceptional students will have acquired a fairly good pronunciation, but many will still have far to go both in the clearness of the vowels and in the general swing of the phrase. In many cases their reading of English could not serve as a model for a foreigner. German or, I presume, Spanish will show better returns for the same effort.

Meanwhile you will teach formal grammar and translation. You have learned from experience about what is expected of your pupils, and you set about teaching, if your subject is French, adjectives, pronouns, the partitive, and the regular verbs the first year. You have to teach fundamental grammatical notions. Your pupils must forget—but they are very Bourbons for remembering it—what they have been taught about English *my* and *your*, learn the real possessive pronouns, the difference between *who* and *whom*, for few of them have any use for the latter form, between relative *whom* and interrogative *whom*, though it is a veritable achievement to get quickness and accuracy in these things in the modern school-boy, who has rarely learned to parse. And direct and indirect objects mean but little even to the boy who has some Latin, nothing at all to the one who has had none.

If the first year is devoted largely to pronunciation and grammar, the second is consecrated to grammar and translation. The grammar of the first year must be reviewed, for your second year class is composed of the survivors of the first year and as many newcomers. Then you make a frontal attack upon irregular verbs, the subjunctive, the infinitive, and special constructions. Every step of the way must be carefully explained, for your youngsters have no idea of mood, they can't distinguish an infinitive from a participle, and as for seeing any difference between the uses of the infinitive in the two sentences, *This exercise is difficult to write* and *It is difficult to write this exercise*, the boy throws up his hands in despair at the intricacies of the French language. But you pile example upon example till at last he remembers, four times out of five, to use his infinitive or subjunctive correctly. Much of this, to be sure, is preparation for the third year's work, for in recent years the examination of the Board in French A have done little more than touch on the subjunctive.

With this study of structure goes reading, that is, translation, again a study in the comparative structure of French and English. You perhaps raise your brows at the suggestion of so antediluvian a practice. I take it, however, that we are agreed that in school and college we expect to teach French largely through literature, the artistic expression by means of language of the worth-while thoughts and feelings of a people. What better means have we in the time at our disposal to effect comprehension and assimilation of these ideas than the persevering attempt to exchange the symbols we know best for those strange ones, which we shall probably never know in all their fullness of denotation and connotation?

This is not the time to engage in any labored defence of translation. For us who are preparing boys to translate from French or Spanish at sight, the question is not a debatable one. For there is no other way to learn how to translate than by translating, doing it well, with constant attention to differences of idiom, to differences of meaning, for example, between such English words as sensible, indifferent, conscience, pupil, tutor, and their French congeners; to the particles, the *va! tiens! allez! allons!* of French dialogue, or the *schon, doch, denn, auch*, of German, which, like the *μήν, δέ, καίτοι* of Greek, are so important for the proper understanding of your text, teaching your boys that every word has a fundamental meaning and may have a host of figurative ones derived from that. Such things as these, well taught, may make your modern language class the same broadening educative force that the study of Greek was to former generations.

How much reading and of what kind? The first year you will probably not read over seventy-five pages of an easy French text, working it over carefully to fix forms; the second you will read perhaps two hundred pages, all the time keeping up work in pronunciation and grammar, including much writing of phrases and sentences. As the modern schoolboy rarely of his own accord reviews any portion of a subject already passed over, we find our hands quite full.

I doubt very seriously whether, with proper attention to pronunciation and grammar, careful translation, and any attempt at oral practice at all, preparatory school boys in their first and second high school years can compass the "250 to 400 pages of easy modern prose in the form of stories, plays, or historical or

biographical sketches" of which the syllabus speaks so lightly. Nor do I believe that the pupil can be expected "to read at sight easy French prose," unless that be qualified by the words "carefully selected as to its vocabulary."

In the third year the work in grammar consists in the development of the syntax of the subjunctive and the infinitive, the writing of paraphrases and summaries, with an occasional excursion out on the slippery field of free composition in the form of a letter or a brief description or narrative.

In connection with the reading of the third year we want to teach our boys something of the geography, the history and the political organization of France: the department with its subdivisions, the rivers and cities, the centralized political organization; some of the great figures and movements of her history: Charlemagne, Louis XI, Louis XIII, the Revolution, Napoleon, the Second Empire; before they leave us, they should have some idea of the significance of such names as Corneille, Molière, Racine, La Fontaine. We want to try to teach something of the foreign way of thinking, do something to create that understanding of foreign countries that young Americans so much need.

Here again the syllabus expects, I think, the generally unattainable in the Intermediate requirement that the pupil should be able to read at sight "ordinary French prose." If "ordinary French prose" means, for example, any French novel, it is asking too much, especially when we consider that it is based upon the reading of from 400 to 600 pages. At Tome, where our third year of French is the pupil's junior year, we aim to read 400 pages, sometimes falling slightly below. That amount is probably not greatly exceeded by most other schools.

In all that I have said, I have used French as the example, because of the fact that in the territory represented by this association, German, with which I am more familiar, is practically an extinct language. In such intellectually benighted regions as New England, where German is still taught, in the preparatory schools at least, there comes criticism of the Intermediate requirement in German, particularly on the side of composition. As to Spanish, schools are still feeling their way. It will be years before, the country over, there will be built up as efficient organi-

zations for teaching French and Spanish as existed in many schools for the teaching of German.

For a decade now we have been talking a great deal about method, but I wonder whether the improved methods have materially raised the level of student accomplishment. Certainly the statistics of the Board do not show any steady progress in the last five years, and it is quite possible that the gain of this year may be wiped out in next year's report.

For twenty years we have been working on the standards set up by the Committee of Twelve. Is it not time to modify these standards in the light of this experience? Would it not be advisable to establish a standard of accomplishment for the entire combined school and college course in modern languages? Are we not beginning to realize that mastering a foreign language is a task of some difficulty, that perhaps talent of a marked degree is rarer than we thought? Could we not say then that every graduate of a reputable college should give proof at the close of his junior year that he is able to read any modern piece of pure literature in *one* foreign language, to write personal letters in the language, and to comprehend thoroughly a lecture in that language on a literary, historical or economic theme?

Then in the schools let us require that one foreign language be pursued throughout the course, that one which the student will continue in college, and that no other one be taken up in school except in those cases where the pupil is looking forward to specializing in modern languages. This would give even in the school a degree of mastery that might make the language a permanent possession of the pupil who does not go on to college, and would give the college graduate what we are all anxious that he should have.

To the realization of such aims the good preparatory school is making and will make a substantial contribution, helping also to form in its pupils those habits of industry, concentration and accuracy that are even more important to most boys than learning a modern language.

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THE STUDY OF GRAMMAR IN SECOND-YEAR SPANISH

By HAYWARD KENISTON

THE study of Spanish in our secondary-schools has passed through the initial stage of a subject of transitory interest; it has been accepted as a regular modern language in the curriculum, on a par with the other modern languages. It is the business of teachers of Spanish to give to it the qualities of systematic discipline which were once counted as the chief virtues of the study of Latin and Greek and which have been made in so large a measure a part of the training in French and German.

The study of grammar, the development of a sound teaching technique in the presentation of grammatical material is unquestionably the phase of modern language teaching which can most easily be developed to a high point of excellence by the average teacher, for it does not require any special gift of tongues nor a residence in foreign lands; its chief requirements are intelligence and accuracy. And for that matter, it is also the phase of modern language teaching which is most likely to prove of permanent value to the student. For the great majority of our students of modern languages will never have occasion to use these languages either for vocational or cultural purposes. We shall have made slight contribution to the real development of our students if our modern language instruction has not helped them to think clearly and logically.

It will be objected perhaps that these are qualities which can far better be taught in other subjects, such as mathematics. Undoubtedly this is the chief virtue of the study of mathematics. But for that matter, it is the fundamental purpose of all education. Lip-training, ear-training, hand-training are all important elements in education, but in the end they are secondary to the prime business of mind-training. Salamanders and chameleons can be taught by experience to act in a given fashion; they cannot be taught to think. As teachers of Spanish we must contribute our part to that training in thought which, through divers means,

forms the fundamental unity of the education of our boys and girls.

The natural tendency in the study of modern languages is unfortunately to consider that the first cursory survey of the grammar is sufficient for the needs of the student and to pass directly to the easier processes of *translation*. The average student, and not infrequently the teacher as well, on the conclusion of the "First Book" heaves a sigh of relief and thinks, "Well, that's over!" And it must be admitted that our present text-books in Spanish encourage that feeling. Not because they are poor or unsound or dull, but because they for the most part offer no material for the further study of grammar.

That is the first condition in the study in Spanish to be remedied. We have already a number of excellent books for the beginner in Spanish. But these books make no pretense of presenting either a complete or a systematic survey of Spanish grammar. Some of them do not even contain the subjunctive at all! To supplement these "First Books" in Spanish, we must have "Second Books" and "Third Books" which will review the principles already presented and extend the knowledge of syntax. We must make strict grammatical training an essential part, not only of the first year, but of three years of work in our secondary schools.

Until such books are available, what can the teacher of Spanish do to fill the need? A number of the Spanish grammars now available contain sufficient material for two years of high-school work. They are of two types: (1) those presenting the material in a single group, including as they progress a large amount of secondary and exceptional information; (2) those presenting the material in two groups, the first containing only the essentials and fundamentals, the second providing for a more systematic review of the whole field. Of the two types, the second is greatly to be preferred. In the first place it enables the student to concentrate his attention upon the regular, normal usages, freeing him from the distraction of infinite exceptions. In the second place it permits a rapidity of progress in simple expression and in reading which encourages both class and teacher by giving them the conscious satisfaction of achievement. Finally it provides even those who study the language but a single year with a unified survey of the whole field.

The chief objections to the grammars of this latter type now in use are that the second part of the work is either too brief or too extended for the best results and that the materials of this second part seem rather a new work than an enlargement of the first part.

For the teacher who has used one of the incomplete "First Books" in the first year of Spanish, there seems to be no other recourse in the second year than the adoption of one of the fuller grammars. In this case the type of the "First Book" must determine the choice of the grammar. If the "First Book" be one which does not attempt to make even a cursory survey of the whole field, then the grammar which follows it must be one of the first type, which takes up the material relatively *in extenso* as it progresses and the teacher may begin at that point which begins the material not included in the "First Book." If the "First Book" be one which gives a hasty survey of the whole field, then the grammar may well be of the second type, offering a systematic review. In either case the situation is unfortunate, for the vocabulary of the new book is certain to be different from that of the first-year book and the full benefits of repetition and drill on the same material are lost.

It must be observed that a number of the elementary composition books contain a "grammar review" and that there is a certain temptation for the teacher to accept this as a substitute for the formal continuation of grammar study. The inadequacy of this method is clear to all those who have attempted it. For a "grammar review" can plainly be attained only through the instrumentality of a grammar. This means that the teacher must provide the class with a new and unfamiliar book, for the review of a "First Book" would obviously not extend the knowledge of the class.

Here arises the first difficulty. What shall the reference grammar be? There can be no doubt of the excellence of Ramsey's *Text-book of Modern Spanish*; it is as sound and as thorough as that excellent work on which it is based: the Bello-Cuervo *Gramática castellana*. But it is in no sense a practical grammar to place in the hands of a second-year high-school student. Teachers who have tried to use it even in advanced college classes know from experience that the student derives little profit from reading its complex distinctions; the mere statement of a grammar rule, without some actual practice in the exemplification of the rule in

living sentences which he himself must use, makes little impression upon him. It is not dabbling here and there that teaches a child to think but systematic study of a definite whole and that whole must be limited to his capacity for absorption.

And there is an even greater practical difficulty: classes do not take seriously references to grammars; perhaps the notes in texts of Cæsar and Virgil are responsible for their skepticism. In fact, it is to be questioned whether the benefit which they derive from such reference can be compared with that obtained from the study and imitation of the actual expressions found in the Spanish text of the composition book. In general it is safe to say that the use of a composition book would better be deferred to the third year of work, when the "grammar review" is really a review of material already studied.

There remains one other phase of grammar work in the second year: that is the use of the reader or text to illustrate the grammatical points already studied. A student acquires a greatly enhanced respect for the rule that the preterite perfect is used instead of the pluperfect in temporal clauses, when he finds that it is actually used by people who write Spanish and is not a mere devilish device for tormenting him.

The teacher must bear in mind that this phase of the work is merely a supplement to formal work in grammar and not a substitute for it. The points which arise are unrelated and offer no consistent development. It is difficult to secure proper preparation by the class or to review them the following hour. And there is the added danger that too much time may be devoted to this part of the reading and that the student's attention, absorbed in routine parsing of the text, will be turned away from the content of the passage.

The chief point is that our students must be encouraged to think that grammar is, after all, not a theory of expression but an interpretation of expression. And this means that the teacher must be eternally vigilant in emphasizing in the reading of the class those sentences which illustrate the grammar he is studying. This emphasis will naturally best be achieved by leading the student to make the observation. We must not be content with the

questions "What?" and "How?"; the question most often on our lips should be "Why?". But that is only repeating the thought with which this paper began: that our chief function is to teach our students to think.

Cornell University

THE USE OF PHONETIC SYMBOLS IN TEACHING FRENCH PRONUNCIATION

By ANNA WOODS BALLARD

(Read before the New Jersey and New York State Associations of Modern Languages at their annual meetings and before the Modern Language Teachers of New York City.)

IT SEEMS to me impossible to over estimate the importance of the first year's work in a foreign language. Is it not well worth the best efforts of a faithful, skilful and interested teacher? Does it not require more careful planning of the lesson and more effort in the class room than the work of any other year? I think so—if it is to be completely successful; if it is to lay the foundation in pronunciation, in oral work, in grammar and in translation for all the work to follow.

I mention pronunciation first, because it is of such vital importance in French. It is the chief stumbling block to the swift acquisition of the language on which so many hearts are bent; it is a very real difficulty in French and an indispensable first step in the understanding and speaking of the language. Times have changed. We have ceased to ask if it is worth while to try to give a good pronunciation; we have ceased, have we not, to discuss the value of oral work? We know we must do what we can to satisfy in some measure the insistent demand for a comprehension of the spoken word. The desire for it always existed. I wonder sometimes what men are thinking now of the French teacher who never had time for pronunciation and never tried to do much with it!

To give all the members of a class a good pronunciation by any method means patient, constant and trying work for the teacher and faithful, obedient and hard work for most pupils. Without such work on both sides success is impossible. There is only one method that I believe to be successful for practically the whole class and that is the method that uses the much maligned, much misunderstood phonetic symbols.

So much is said in general about phonetics and so little practical and definite information is given, so little definite and successful experience is contributed. Yet the method is very definite, very simple, very sure. I have used phonetic symbols with classes more or less for eight years with ever increasing faith in their efficiency and appreciation of their help. Therefore I shall try to be very practical and beg forgiveness for trying to tell you just what I do in my own classes.

When I speak of the phonetic alphabet, I mean that of the International Phonetic Association, used for 400 languages. Its symbols have long been under discussion but it is only from the scholar's standpoint that much fault can be found with them. To the pupils they are completely satisfactory. The only one they confuse is [j] and I fancy that is because they meet the word *je* so early in their work.

When I meet my beginners, I tell them they are to learn to pronounce the sounds of French. I show them side by side a page written in symbols and the same page in the regular spelling. Their interest is aroused at once, the interest of every pupil. The symbols look queer to them, of course; but if they have never seen a sheet of music, the notes would look queer too. The story written in symbols will teach them how to pronounce the story written in words just as surely as the notes of a song teach the tune to which the words are sung.

At the very first lesson I teach the class to say correctly *lit, nez, met, table*. The words are written on the board and beside them the symbols for the sounds they illustrate [i] [e] [e] [a]. We practice words and sounds. These are key-words and they learn to connect each sound with the corresponding word, each word with the corresponding sound. I use key-words because a word is so much more easily remembered than a sound. I point to the sounds and tell them they are not letters, but symbols, [i] represents what you hear when I say [i]—[e] is what you hear when I say [e]. We read English words such as *he; we; see; say; may; day; lay; owe; foe; toe; go;* and I say them as if they were French. They learn that the last short sound must not be heard in French.

At the same lesson the nasal sounds of *bon* and *main* and the sound [y] can be taught without confusion. The other sounds are

taught in successive lessons. Every day all the sounds they have learned are practiced aloud in and out of class. The lists containing them (each sound has one) are read word by word, by the teacher first and then by the class in concert. The sounds they have learned are often dictated. Individual difficulties give a chance for class practice. Pupils are asked to put any questions on the desk before class. They usually ask: "Please do the list of words for [y] or for [e]," or for some difficult sound.

In all this work my object, never for a moment lost sight of, is to prepare them rapidly to read from the phonetic text. After six or seven lessons of fifteen minutes each, they know all the sounds and can begin their phonetic text. From the very first lesson, the work is divided into three parts—sound-work including the quoting of a poem, oral work, and grammar. We do not spend more than fifteen minutes on sound work. In the oral work, they are learning the very expressions they are to meet in their phonetic text; so that, to their joy, when they begin to read it, sentence by sentence, they understand it as they hear it. In grammar they are learning the present indicative of the very verbs they use. For rapid progress, a phonetic text in the hands of every pupil is absolutely essential. I have tried to do without it. It is wasting time, a great deal of precious time to put phonetic transcription on the board and have pupils copy it, and they *must* have it to practice from aloud every day out of class and to read from in class. The phonetic text is practiced at first in class to give the pupils courage and to show them how to work. Sound by sound, group by group, sentence by sentence, first the teacher, then the class in concert. They practice aloud at home frequently, ten minutes at a time. When they have read seven or eight pages of the phonetic transcript correctly, they compare it at home a page or two at a time with the French text, they learn to pronounce the latter and read it for me in class. Their success is remarkable. Their pride and pleasure in it is beautiful to see. I do not forget to praise them. I know how hard they have tried. Do we not sometimes forget that praise is one of the most important of the teacher's functions?

When they write their verbs on the board, they grow accustomed to putting the symbols over the difficult places so as to indicate the pronunciation. When they read their poems aloud,

they tell me how many nasal sounds they hear, in what line such and such a sound occurs, etc. Very soon written exercises can be given, based of course on the work done. What is the last sound in *venons*? The first in *je*, the last in *bon*? Mimeographed sheets of such questions are ready in abundance and each pupil has one to fill out for his note book. They do sheet after sheet of such work. In Intermediate French those who have had phonetic training coupled with practice in the use of symbols invariably pronounce better than anyone else. Even those who did not shine in the beginning class have a fair pronunciation.

The difficulty of teaching pronunciation with the aid of phonetic symbols has been greatly exaggerated. No wonder teachers are afraid of it. The method is simple, the results are sure. Results are not always a fair measure of the value of work—but they are a necessary measure of the value of the teaching in our high schools. Work done by a faithful worker and a good method is bound to have good results. Faithfulness and method—that is the indispensable combination. And faithfulness, long-continued, implies hope.

I have always found pupils anxious to learn to pronounce French well. During these years that eagerness has spread far beyond our school rooms. If pupils are to speak, and they all desire to speak, they *must* know how to pronounce. It is not particularly useful for one American to understand the French of another, each making the same mistakes. Unless a Frenchman understands, it is hardly of value, is it? Difficult French sounds must be learned without comparison with English sounds, for the *hard* French sounds have no English equivalent.

Is it too much to give the first ten minutes of every lesson in the first year to pronunciation with the hope of having every pupil pronounce at least decently? Let no teacher be afraid to try using the phonetic alphabet. If she pronounces well, she can learn in a few hours to fit her correct pronunciation to the symbols and to teach them to her pupils. If she has faults, reading from the phonetic text will call her attention to them insistently and constant practice will cure them.

It is evident that I am *very* enthusiastic about the use of phonetic symbols. This enthusiasm spreads to every class at the first lesson, to every pupil. It continues and increases through-

out the course. The more phonetic work they do, the more they love it, the harder they work, and the better they pronounce. What is the greatest incentive for good work on the pupil's part? I have no hesitation in saying that the immediate incentive is the old-fashioned one of pleasing the teacher. That is the one that works. The diligence with which they practice out of class, the effort the better pupils make to excel, the persevering and hopeful struggle of the poorer ones is given life and fire by the desire of the teacher, by his great expectations, by his never failing hopefulness, above all by his complete knowledge of the improvement of individuals.

Every teacher of French has the opportunity of presenting a subject that should attract the love and the eager interest of pupils. Why should we ever fail to win them?

Throughout our lives is not all our best work done for love of it or to please somebody? Has it not at its best a very personal side? We forget the great power we have as teachers. We forget, do we not, the teachers whose understanding approval was the greatest incentive for our hardest work. We have forgotten that "happiness is a great love and much serving." That love and that service are ours for the time being if we deserve them. That happiness is ours to give to our pupils if we care to bestow it.

*Teachers College,
Columbia University*

NEWSPAPERS AND PERIODICALS IN FRANCE: HINTS TO SUBSCRIBERS

By ALBERT SCHINZ

The writer not infrequently receives letters asking for advice as to what French books to buy, or what French periodicals or papers to subscribe to. He has reasons to believe that others than occasional correspondents might welcome information on the subject.

Since 1908 he has given regularly in the *New International Year-Book* (Dodd, Mead and Co.) a list of the outstanding books published in France during the preceding twelve months (Novel, Theater, Poetry, Literary Criticism and History of Literature)—and he will continue to do so.

He has also endeavored to render the same service for the books on the Great War in the three Appendices of his volume *French Literature of the Great War* (D. Appleton & Co., 1920).

The present pages are intended as a little guide for libraries and individuals wishing to select French periodicals or newspapers. Only the most important will be mentioned, and each will be described in a very few words. Still it is hoped that the hints will prove helpful.¹

DAILY PAPERS

Le Temps—generally considered as the organ of the French government. Well informed. Intelligently conservative and steady. Excellent articles on all that pertains to higher culture in France. *Le Temps* is read by the public corresponding about to the public which reads the N. Y. Times in this country.

Le Petit Temps—weekly edition gleaned the important articles of the daily during the past week.

Journal des Débats—no connection with the government; and, while it has the same features as the *Temps*, is a little more independent in its ideas. Perhaps more representative of all France. One might perhaps suggest a parallel with the N. Y. Tribune.

¹*La Revue Politique et Littéraire (Revue Bleue)* in Paris published in its issue of Sept. 18 an article giving the same kind of information to French libraries and individuals who are contemplating subscriptions to American papers and periodicals.

Débats Hebdomadaires—weekly edition of leading articles.

Le Figaro—representing the right wing of French political life; stands always for national traditionalism. (The name of the valet in Beaumarchais' play therefore, is no indication of democratic tendencies, but only reminds one of Figaro's witticism.) One sometimes thinks of the N. Y. Sun in reading the French *Figaro*. Many read it who do not share the views expressed in the paper, but who enjoy the cleverness of the style.

Just at present—that is to say, some years before the war, during the war, and up to now—France has conservative papers (or, it would be more exact to say: papers opposed to radical views for social reorganization) of three different shades. The first shade is represented by the “traditionalistic” *Figaro*—just mentioned. The second, chiefly by the *Echo de Paris*, more combative, applying the same principles to concrete actual problems with a good deal of passion; it is the paper of Maurice Barrès defined by the Germans and pacifists as “jingoistic”—let us call it “nationalist.” The third, by the *Action Française*, which is the most outspoken of the three; in fact advocates openly the return to “monarchy.” Whether the contributors really mean or not that the reestablishment of monarchy would be a blessing to their country, they are certainly the most consistent opponents of communistic theories; and it must certainly be understood (since the French nation is a bulwark against bolshevism) that if they have a large following among the people, this is due to what they *do not want* (communism and sovietism), rather than to what they claim they want (order and discipline by a king). The two leading men in the paper are Léon Daudet, the politician and the man of action, and Charles Maurras, who besides being an extremely keen mind, is a remarkable stylist—like Barrès, and comparing not unfavorably with Anatole France himself.

Ideas diametrically opposed to these are offered in *L'Humanité*—the best socialistic paper, keeping up the traditions of Jaurès.

Nothing shows better how earnest the people of France are to listen to all, and to decide afterwards for the best, than the existence simultaneously of these two excellent papers, *L'Action Française* and *L'Humanité*, advocating daily salvation from the difficult problems of the day, one by a return to monarchy, the other by socialism, even by communism.

(Perhaps we ought to mention here *Clarité*, the paper of H. Barbusse, a fanatic supporter now of internationalism and sovietism; in existence since 1919; is not yet, but hopes to become a daily.)

A word about *Le Matin*—It has a very large circulation. Often called the chief yellow paper of France. Very sensational, and often quite jingoistic. But it is read by many people who belong to the better class, on account of its excellent news service, and because, on important questions, the editors easily secure contributions from leaders in political life (for instance Poincaré, former President of the French Republic). The *Journal*, it might be said, is read chiefly by the class which reads the *World* in this country. *Le Petit Journal* and *Le Petit Parisien* are read rather by the class corresponding here to the readers of the Hearst papers—being however, not quite so bad.

Other well known papers need be mentioned by name only, such as *Le Gaulois*, and *Gil-Blas*, both in Paris, dealing with national and political issues in a manner which need not appeal to foreign readers.

Among the chief local papers—corresponding to such papers in this country as the Brooklyn Eagle, The Chicago Tribune, The Philadelphia Ledger, the San-Francisco Chronicle, The Baltimore Sun, etc.—we might cite *La Petite Gironde*, *Le Petit Marseillais*, *La Dépêche de Toulouse*, *L'Echo du Nord*, *Le Progrès du Nord*.

THE MONTHLY (OR BI-MONTHLY) PERIODICALS

The best class of these in France pursue an aim different from that of the best known American monthlies and bi-monthlies. They cater more to the intellectuals, who form comparatively a larger percentage of readers than in America, and less to the general public.

La Revue des Deux Mondes (conservative catholic) and *La Revue de Paris* (conservative a-religious) are the two leading publications of this kind; corresponding to the former Atlantic Monthly (the present Atlantic having taken long steps towards the magazine style), or Yale Review, or the North American Review.

Add to these: *La Grande Revue* and *La Nouvelle Revue*—same qualifications as *Revue de Paris*, but less known and now in the

hands of the former pupils of the Ecole Normale Supérieure. *Le Correspondant*—catholic. *La Revue du Mois*—of 'universitaires,' by 'universitaires,' and for 'universitaires.' *La Bibliothèque Universelle*—a French Swiss paper; articles of unequal value; good monthly chronicles from abroad.

Among all these French periodicals, the American intellectuals have quite spontaneously adopted as their favorite in recent years, the *Mercur de France*. They appreciate on the one hand, its perfect aloofness from fads; the *Mercur* sacrifices nothing to fashionable styles or topics. On the other hand, they are attracted by the remarkable comprehensiveness of its information, giving in each issue, as it does, first hand news of interesting manifestations in the various domains of art, literature and science, news not only for France but for other countries as well.

The fashionable review with many people just now is the *Nouvelle Revue Française*. In the writer's personal opinion, however, they can certainly not claim that it has displaced the *Mercur de France* as far as openmindedness and broadness of vision are concerned. It claims to renew French thought and art, but how is as yet most indefinite. One would certainly not be very much mistaken in maintaining that many people read the *Nouvelle Revue Française* more because it represents "le dernier cri" than because they really enjoy and understand it. Among the signers of articles are men like Romain Rolland (before the war), Copeau, Duhamel. To people who wish to be informed on the movement of ideas in France chiefly, the *Revue Critique des Idées et des Livres* would probably be more serviceable.

The so-called "revues des jeunes" change constantly. Some, however, keep afloat for years, like *La Phalange*, *Les Marges*, *La Vogue*. The reader is referred on this point to Baldensperger's *Avant-Guerre dans la Litterature Française* (Payot 1919—p. 38).

Quite the type of the American Magazine are:

La Revue Mondiale—(formerly *La Revue*, and even before this *La Revue des Revues*). Likes popular articles on topics of the hour, preferably written by men of great repute. Follows public taste rather than guiding it. Agreeable reading. Often articles on America, sometimes well informed, sometimes less. Some columns of miscellaneous information at the end.

Lectures pour Tous and *Je Sais Tout*—frankly aim at the masses.

A deluge of new periodicals has been started since the war, like *Revue des Deux Mers*, *Les Deux Mondes*, *La France Nouvelle*, *La Vie des Peuples*. It is too early to predict much about their future.

THE WEEKLY PERIODICALS

Very commendable for such as want to keep in touch with the life of France are the weeklies—not as ponderous as the monthlies, not as ephemeral as the dailies.

The first place belongs to the twins popularly known as *Revue Bleue* (*Revue Politique et Littéraire*) and *Revue Rose* (*Revue Scientifique*). They are under the same management, and since 1862, when founded by Odysse Barot and Emile Young, have maintained the highest standard of excellence. They had a hard struggle, however, during the war, and ceased to appear weekly. They correspond, in the field of the weeklies, to the *Revue des Deux Mondes* or the *Revue de Paris* in the field of the monthlies.

The *Revue Rose* might perhaps be compared to the Science Monthly (former Popular Science Monthly) in its purpose. Most of its contributors are members of the Institut (Académie des Sciences) and each week brings a most interesting summary of the interesting happenings in the world of natural sciences; and this is done in a style which is easily understood by people of only general culture.

The *Revue Bleue* has well been defined "organe de pensée supérieure." No review, in any country, can boast of such a brilliant array of contributors. In the past generations men like Fustel de Coulanges, Claude Bernard, Pasteur, Taine, Renan, Brunetière, Lemaitre, Gaston Paris. . . . Today, Raymond Poincaré, Paul Deschanel, Alexandre Millerand (the three presidents of France), Léon Bourgeois, the President of the League of Nations, the great historian Aulard, the scholars and men of letters, Lanson and Bédier, the philosophers, Bergson and Boutroux. . . . Among the present features, besides a variety of articles on problems of the day, are excellent 'Chroniques' on the Theater, by Gaston Rageot, and on the new novels by F. Roz. The leading

spirit is Paul Gaultier, whose keen and courageous books have more than once been crowned by the French Academy.²

Revue Hebdomadaire—considered an excellent weekly as shown by a very large number of subscribers; with some illustrations; published by the catholic firm of Plon, but very broadminded.

L'Opinion—has made an excellent name for itself during the war and maintains it. *L'Opinion* is a progressive paper, run by men of less maturity than those of the *Revue Bleue*. It is well informed and alive. It stands between the poised *Revue Bleue* and the numerous free lance reviews of the quite young.

For a general family review *Les Annales Politiques et Littéraires* indisputably take the first and best place. They remind one somewhat of the Ladies' Home Journal or Saturday Evening Post, but the French public likes a good deal of attention paid to style. The editors choose contributors of the greatest fame to cater (in a somewhat patronizing fashion at times) to a fashionable public. Together with the *Annales*, the editors also publish *L'Université des Annales* reproducing lectures of famous men of the day addressed to audiences which are pretty well those of our ladies' clubs.³

MISCELLANEOUS

Scientific periodicals are not recorded here. We might say, however, that the popular *La Nature* is to the *Revue Rose* about what the *Annales politiques et littéraires* are to the *Revue Bleue*.

Bibliographical periodicals: *Revue Critique des Idées et des Livres* (picks out the books to be reviewed, and reviews rather for a high class of readers); *Revue des Livres Nouveaux*; *Polybiblion*. Two new publications are: *Le Livre des Livres* and *Le Carnet Critique*—the latter having among its contributors men like Barbusse or Ernest Charles, that is to say men who review from an angle of their own (socialistic).

² The same group of writers that presides over the destinies of the two above named periodicals has started a monthly, *La France Nouvelle, Revue de la Vie Française*, which describes the efforts of France to recover from the effects of the war, in all sorts of fields (Orientation des Mœurs, Orientation scientifique, industrielle, commerciale, agricole, coloniale, financière, intellectuelle, artistique, musicale, etc.). Paul Gaultier is surrounded by men like Aicard, Bergson, Boislève, Cambon, Gide.

³ The *Annales* are illustrated. But to people used to the fine illustrations of our American firms, their pictures will seem very poor. Of course the illustrated review of France is the monthly *L'Illustration*—too well known to be discussed here. *La France*, the very ably edited and illustrated French periodical in New York, also does not call for discussion in a paper dealing with publications in France.

Literary History of France: *Revue d'Histoire Littéraire de la France* (scholarly review, indispensable to university students of French Literature; great wealth of information). For medieval Literature: *Romania*. For both modern and old: *Revue des Langues Romanes* and *Revue de Philologie*.

The *Revue du XVIII^e Siècle* has discontinued publication. It was almost a review of comparative literature. Thus one may say that perhaps the new *Revue de Littérature Comparée* will take its place with a broader basis.

Bibliographical reviews of a general character: *Revue Critique*—scholarly reviews of scholarly books for a scholarly public.

Here we may quote: *Revue des Cours et Conférences*—one of the most stimulating periodicals to peruse for college people. *Intermédiaire des Chercheurs*—corresponding to our Notes and Queries.

Two good periodical reviews: *Revue de l'Enseignement*, and *Revue Universitaire*.

Religious Journals: What the Outlook and the Independent are to Americans—but with the religious note more emphasized—the *Démocratie* (which replaced *Le Sillon*) on the catholic side, *Foi et vie* and *La Revue Chrétienne* on the protestant side, are to the French.

The following titles of reviews are self-explaining: *Revue Philosophique*; *Revue de Métaphysique et de Morale*; *Revue Historique*; *Revue Parlementaire*; *Revue des Questions Sociales*.

All these papers and reviews can be ordered through any book dealer in this country. Many of these agents, however, are profiteering terribly just now.

Smith College,
Northampton, Massachusetts

Notes and News

The managing Editor regrets sincerely the delay in getting this issue in the mails. According to his agreement with the printer it was to be mailed by December 10, and he has done his best to adhere to the schedule. However, owing to difficulties in the proof room, the printer did not send in the galley proof for correction until December 11, forty days after the copy was sent in!

The Editor can only beg our readers to explain any *bizarries* in the Notes and News by reference to this fact, and ventures to express the hope that the printer may be able to get out the succeeding issues nearer to the scheduled date.

Handschin's Predetermination Test for measuring the linguistic ability of pupils, first published in THE MODERN LANGUAGE JOURNAL October, 1918, and since then put into more practical form and standardized, is now made available for use through the U. S. Bureau of Education. Numerous schools have used it and more are using it this year. Since a copy is not handed to the pupil the exercises being written on the board, or spoken orally, one copy will suffice for each teacher. Only pupils who have had no modern language should be tested, hence the test should be used with beginning sections only, and before instruction begins. The test is easy to administer and easier to score. It is understood that it has recently been published in another form and under another name. However, it was Professor Handschin's intention to make it available gratis as it now is, through the Bureau of Education so that it may do the greatest possible good.

WASHINGTON NOTES

The high school of Everett, Washington, a city of 35,000, has twenty students of French who are corresponding with French girls in different parts of France, and twenty-four students of Spanish who are corresponding with boys and girls in Chile, for the most part in Viña del Mar, a seaside resort. Both the Spanish and the French club of Everett are thriving, part of the club programs including original plays written by the advanced students.

Dr. Corinth L. Crook, head of the department of foreign languages in the Lewis and Clark High School, Spokane, Washington, spent the past summer in France. Her trip included two weeks in Paris, and a month of study at the University of Grenoble. Dr. Crook reports that she found France in a wonderfully prosperous condition.

ACCREDITED HIGH SCHOOLS AND ACADEMIES

Name	Total Enrollment	Latin	Greek	French	German	Spanish
Bellingham, Whatcom H. S.	886	176	.....	201	.....	112
Centralia.	782	50	.....	40	.....	128
Olympia.	514	92	.....	51	.....	44
Seattle						
Ballard.	1,180	69	.....	205	.....	130
Broadway.	2,175	250	.....	580	.....	390
Franklin.	1,500	155	.....	282	.....	236
Lincoln.	1,920	248	.....	381	.....	289
Queen Anne.	1,264	126	.....	216	.....	194
West Seattle.	890	70	.....	104	.....	136
Total.	8,929	918	.....	1,768	.....	1,375
Spokane						
Lewis and Clark.	1,854	421	.....	360	.....	133
North Central.	1,846	372	.....	356	.....	315
Total.	3,700	793	.....	716	.....	448
Tacoma						
Lincoln.	1,500	215	13	190	.....	270
Stadium.	1,625	314	.....	325	.....	377
Total.	3,125	529	13	515	.....	647
Walla Walla.	900	169	.....	154	.....	142
Yakima.	805	263	.....	112	.....	56
90 schools aggregating. . .	11,924	1,596	.....	1,863	.....	1,314
4 schools aggregating. . .	60	No Foreign Language taught				
112 schools.	Have not replied					

No schools are counted twice.

The Washington Educational Association met at Yakima, October 27, 28, 29, 30.

OFFICERS

Pres., Miss Grace I. Liddell, Tacoma.

Sec., Miss Stella Eustis, Seattle.

PROGRAM

A Recitation in First Year Latin.....Miss Jessie Keith
Broadway High School, Seattle.

Shall Phonetics be Taught in the High School?

.....Prof. P. J. Frein
University of Washington, Seattle.

The Latin and Greek departments of the University of Washington have an enrollment of 94 in Roman Civilization and Roman Art and 258 in Greek Civilization and Greek-Latin Literature in addition to the enrollment in the Greek and Latin languages.

The Bellingham, Washington, High School, having an enrollment of 64 in French and Spanish, reports that interest in both languages is being greatly stimulated by correspondence with pupils in France and Chile.

Vancouver, Wash. (total enrollment 496), reports that there is a demand for Portuguese, but that the authorities are not inclined to introduce the subject into the curriculum.

No high schools report any inclination to resume the teaching of German. There is a very earnest plea from the German department of the University, however, that an opportunity be given students to receive their elementary training in German in the high schools. Professor E. O. Eckelman, Chairman of the department, writes: "We have an enrollment of 90 this fall quarter, which signifies an increase of 50% over the fall quarter of last year. Thirty-seven of these are in the beginners' section and are interested primarily in the sciences, in premedical and library work, and in fine arts. Forty-nine students have had their preliminary training from two to eight years ago in the high schools of the state.

"Surely our prospective scientists and medical men should have the opportunity of doing their elementary language work in the high schools. The university offers the incoming students the advantages of expensive equipment in their special fields, and the comparatively inexpensive language training had better be shifted to the high schools. And again, what work were given at the University would be benefited. At present we have four students in the advanced classes of the Upper Division, scarcely enough to do the coaching for the delinquents, to say nothing at all of creating a helpful atmosphere for the underclassmen. If the University could again make it its primary object to train teachers of German for the State's schools, not only would its proper function of attending to specialized needs be restored, but it would tend to give the scientist and the medical man his necessary knowledge of the language (always provided he had to get it at the University) better and more quickly. If then the high school is again willing to undertake to teach the elementary language work, I see every inducement for it to do so.

"At the University we have a secretary, Mr. Fletcher, who attempts to look to the vocational needs of the state. He tells me

that several calls have come to his bureau for teachers of German. I earnestly hope, therefore, that this is a good sign and that the resentment which we have felt against the German Government will no longer be directed against the German language."

A Modern Language Association was organized during the Inland Empire Teachers' Convention held at Spokane, Washington, last April. This association includes Oregon, Washington, Idaho, and Montana. The officers of the new association are: President, Miss Margaret Fehr, North Central High School, Spokane; Secretary, Professor G. L. Lawrence, Whitman College, Walla Walla, Washington; Treasurer, Mr. E. Salzmänn, North Central High School, Spokane.

Miss Gertrude R. Schottenfels, acting head of the department of language and literature at the State Normal School at Cheney, Wash., writes that the authorities hope to resume the teaching of modern foreign languages next quarter.

In the high schools of Spokane, Wash., teachers of Latin, modern languages, and music are graded the lowest in rank of the departments and receive the smallest salaries.

Of the students in the Scandinavian department at the University of Washington who are taking the literature courses in translation, three-fourths are of non-Scandinavian extraction; of the twenty enrolled in elementary courses four are non-Scandinavian.

G. I. L.

Stephen P. Duggan, Director of the Institute of International Education, published in the April number of the *Journal of International Relations* a brief review of the situation in regard to higher education in Europe. However, he does not touch on the countries that were grouped with the central empires.

In speaking of the losses to the teaching profession caused by the war he asserts that 25% of the teaching staff of lycées and universities in France were killed, while the Ecole Normale lost 80% of its staff. He spoke of the general desire on the part of the authorities of European institutions to promote relations of exchange of teachers with the higher institutions in this country, and also their desire for some general understanding as to the equivalence of degrees in various countries. At what point will the French Bachelier begin his studies in an American college? This question is being answered in at least three different ways. Uniform agreement is necessary. The French universities are endeavoring to have foreigners understand that the discredit attached in some minds to the degree of Doctorat d'Université is

quite without foundation. Ten fellowships, worth \$1,000 each, have been established in France by the Association of American Fellowships, and twenty scholarships for American girls in French lycées have been founded by the French government. There were 181 French girls in American institutions at the time that this article was written, and twenty-six men, most of the latter being graduate students in the professions. As for Spain, the Board of Modern Studies is attempting to organize closer relationships with foreign countries, especially with the United States. This is to be encouraged by means of exchange professorships, of sending advanced Spanish students to America, and by giving vacation courses in Madrid for teachers from foreign countries. Mr. Duggan is of the opinion that American institutions have a splendid opportunity to play much the same rôle for Europe that Germany before the war played for America, and that our university authorities should have this possibility distinctly in mind in forming their educational policies.

OHIO COLLEGES

Toledo University has an increase of twenty-five percent in classes in Modern Languages.

Miss Luella Kiekhofer, after a year of graduate work at Mt. Union College, has returned to her position as head of the department of Romance Languages at Mt. Union College.

Mrs. Katherine Neuhoﬀ bequeathed ten thousand dollars to Mt. Union College. It will be equally divided between a professorship of French and one of Italian.

Baldwin-Wallace College is forming a French Club. Considerable interest is being shown in correspondence with natives of France and Spain.

Professor Fouré has charge of the French Club at The Ohio State University. The club has an average attendance of about seventy.

Le Cercle Victor Hugo, The French Club of Lake Erie College, is affiliated with the Alliance Française. It has a membership of twenty-five. Six meetings are held each year. One of these is a dinner in honor of Victor Hugo's birthday.

Ohio Wesleyan has both a Spanish and a French Club. They meet alternate weeks. A plan for the return of the French Players is under way.

Mr. Raymond G. Ferrell who returned last year from France, where he was employed as an instructor in French in the American Army, has been added to the Department of Modern Languages of Heidelberg University.

The Cercle Français of Ohio University is entering its sixth year. It meets once each month. Each year the club puts on a French play. No charge is made to the public. In the spring an outdoor play is given. The club plans to raise the money to defray the expenses of the play by exhibiting a moving picture film on some French subject. The most important meetings of last year were the Christmas Service and the presentation of "Le Bourgeois Gentilhomme." Professor Mary Noss is very enthusiastic about the club. Those starting new clubs can probably get ideas by corresponding with her.

Professor Oliver E. Farnsworth has taken the place in the Romance department of Northwestern University left vacant by the resignation of Olin H. Moore.

MODERN LANGUAGE REGISTRATION IN OHIO COLLEGES

School	French	Spanish	Italian	German
Ohio University.....	250	210	0	23
Heidelberg University.....	153	98	a course is planned	interest increasing
Otterbein College.....	218	31	4	5
University of Toledo.....	200	150	.....	.....
Ohio Wesleyan University....	568	422	9	38
Lake Erie College.....	106	31	.....	.....
The Ohio State University ...	1637	1494	23	235
Baldwin-Wallace College.....	179	42	.....	15
Mt. Union College.....	161	40	.....	.....
University of Akron.....	180	105	.....	32

CHICAGO NOTES

The first reunion of the year of the Society of Romance Teachers of Chicago was held at De Jonghe's on Saturday, Oct. 23. After luncheon, the acting chairman, Professor A. Coleman, in a spirited address, urged those present to spread the good news

regarding the opportunities afforded by these meetings for an exchange of opinions on all subjects of interest to teachers of French and Spanish.

The program was unusually bright and interesting.

Miss Jennie Shipman, who recently returned from Europe, spoke on *Travel Conditions in France*. Miss Shipman confined her remarks to the country south of Paris, where she found a plenty of all daily necessities except coal. While the exchange rates made it possible for American tourists to travel and live at less expense than in the United States, inconvenience was experienced at times by certain post-war conditions, such as the limited negotiability of the predominant paper money of the various Departments, the rigorous passport requirements, and the custom of giving change in postage stamps.

At the University of Grenoble the unexpectedly large attendance of foreign students made classification difficult, with the result that the student from abroad could not always obtain the course most desired.

Summing up her impressions, Miss Shipman glorified the undaunted spirit of France, re-echoed in the words of an old peasant whom she met in the Midi: "La France est le plus beau pays qui existe."

The second speaker, Miss Josephine Doniat, gave some interesting figures regarding French and Spanish in the Chicago High Schools. To summarize:

	French	Spanish
Teachers in 20 high schools:	41	38
Pupils in 1st year classes:	2480	3798
Pupils in 2nd year classes:	1625	1491
Pupils in 3rd and 4th year classes:	682	313
Total no. of pupils	4787	5602

An analysis of the enrollment shows that a much larger percentage of last year's beginners in French is continuing in second year than of last year's beginners in Spanish.

The last speaker, Mlle Françoise Ruet, who in 1918 was chosen by the French government and the University of Paris for an American scholarship and is now teaching French in the University of Chicago High School, spoke on *Impressions après deux ans d'absence*. What impressed Mlle Ruet most on her return to France last summer was the atmosphere of peace, the absence of military uniforms, the high wages, the dearth of maid servants, and the charm of Paris.

The next meeting of the Society will be held at De Jonghe's on Saturday, Dec. 11.

The first meeting of the year of the Chicago Chapter of the American Association of Teachers of Spanish was held at the Jones school on Saturday, Oct. 9, and an all-Spanish program was enjoyed by the members.

In a racy, panoramic, one-hour talk Miss Bertha I. Vincent of Senn High school led the audience over the route of her recent *viaje por España*. Points of special interest emphasized by Miss Vincent were the Mezquita of Córdoba, the *curso de fonética* given in the summer school in Madrid, and her visit to the home of Blasco Ibáñez.

The second number, a *conferencia* by Francisco Alatorre, was an enthusiastic demonstration of the impetus that will accrue to inter-American trade from the completion of the two Chicago-Atlantic water routes. Mr. Alatorre closed his address with an earnest appeal for a more sympathetic attitude towards Spanish America.

The Waller High School, Chicago, Spanish exhibit has been awarded first prize by the Illinois State Fair. The exhibit included laboratory books, international correspondence, and problem-project work in advertising.

Professor C. E. Parmenter of the University of Chicago spent a part of the summer at Madrid working in the phonetic laboratory of Professor Navarro Tomás, and is now in Paris continuing his phonetic studies with the hope, among other things, of developing a phonetic laboratory at Chicago after his return to America in December.

Miss Jennie Shipman and Mrs. S. V. Lockwood of the Hyde Park High School, Chicago, spent the summer in Europe.

Miss Florence A. Lucas of the Oak Park High School, Illinois, spent a part of the vacation in the School of French of Middlebury College, Vermont.

IMPORTANT ANNOUNCEMENT!

All the lovers of the Romance languages are asked to give their support to the meeting of the American Association of Teachers of Spanish, to be held at the Auditorium hotel in Chicago on Dec. 30 and 31. Plans are being made for a program to be furnished by leading Hispanists of the United States, and for a banquet which will probably be held on the 29th.

Let us show our loyalty to the cause of Romance Languages by attending the meetings.

The second meeting of the year of the Chicago Chapter of the American Association of Teachers of Spanish was held on Saturday, Nov. 13, at 2 p. m.

Professors FitzGerald and Van Horne of the University of Illinois, in the few minutes they could give us before leaving to take the homeward bound train, spoke enthusiastically in Spanish of the great rôle open to the chapter.

Professor Eduardo Azuola, Head of the Spanish department in the University of Valparaiso, Indiana, gave a wealth of information regarding Costa Rica. Thanks to our poet-lecturer we now visualize clearly this little country of scenic grandeur, with its mountains, volcanoes and tropical forests; with its treasures of gold, silver, iron and oil, awaiting only capital for development.

Even with its natural wealth scarcely tapped, Costa Rica is prosperous. The railroads, bridges and highways, built for the most part by American and British engineers, challenge comparison with the best in any country. Everywhere are to be found great modern industrial plants: electric power plants, Panama hat factories, plants for the manufacture of ice. The cotton industry offers an attractive field for development.

San José, the capital, is a *Parts chiquito*. Here one finds beautiful churches, modern hotels—El Europa, El Washington, El Central; fine boulevards; a national theatre of exquisite architecture. The artistic life of the nation comes to a focus in this city: here we find writers, sculptors, musicians and poets.

The soul of Costa Rica finds a worthy interpreter in the poetic Spanish of Professor Azuola.

El señor doctor Pedro Gracia Medrano, acting Mexican Consul, delivered an interesting and instructive lecture on "La enseñanza pública en Méjico y relaciones entre mi patria y los Estados Unidos." The status of public school education in Mexico may be judged from the fact that regular attendance is obligatory, that there is a public school for every 300 inhabitants, and that the minimum initial salary of \$100 a month is guaranteed all properly qualified young women teachers except those teaching in remote places, who receive \$100 plus a bonus.

The various classes of schools are: kindergartens, *escuelas elementales*, *escuelas superiores*, *escuelas preparatorias*, *escuelas normales* and *escuelas de artes y oficios*.

The *escuela de artes y oficios* is a technical school. The *escuela preparatoria* corresponds to the high grade American college. The *Universidad Nacional* admits only graduates from *escuelas preparatorias* who desire to specialize.

Dr. Medrano deprecates the selfish attitude of a section of our press towards his country. He says: "For a just opinion regarding my native land, ask any one who has lived there any length of time just what he thinks of us."

We are indebted to Dr. Medrano for his illuminating *conferencia*.

The program was brought to a close by two brief speeches. Mr. E. L. C. Morse appealed for a sympathetic, common sense attitude towards Mexico. Miss Lillian Wester, who spent twelve years in Mexico, concluded a beautiful eulogium by saying: "Un gran poeta inglés, Robert Browning, ha dicho: 'Si se pudiera abrir mi corazón, la palabra *Italia* se encontraría allí.' Así si se pudiera leer en mi corazón, allí se hallará la palabra *Méjico*."

EDITH CAMERON

The Chicago Chapter of the Alliance Française enjoyed the addresses of two distinguished Frenchmen during October. On the 13th, Captain de Lénéchal, representative of Marshal Foch at the meeting of the American Legion in Cleveland, spoke on conditions in France. On the 27th, M. A. De Lapradelle discussed "Millerand: His Life and His Work."

During November, the various activities of the Alliance were resumed: the customary French classes, the free Saturday morning lectures, the Tuesday soirées, and the lectures and receptions for members. On Saturday mornings, there is a Children's Hour of French Songs and Games which will be directed this year by Mlle Odette Fourglan of the University of Bordeaux. The class in French Diction for the staging of French plays will be continued under the direction of Madame Mercédès Devriès-Schmit.

On Thursdays at 11 A. M. beginning November 4, Mrs. Ly-sander Hill has been giving a series of eight talks on various periods of French History for the benefit of the Refugee Children of France.

The Alliance was greatly interested in the celebration of the Fiftieth Anniversary of the French Republic which was held at the Blackstone Theater, Chicago, on Armistice Day, November 11, at 4 P. M. under the auspices of Monsieur A. Barthélemy, the French Consul, and the French Societies of Chicago.

The German department of the University of Pennsylvania has reported no changes in its staff. In Romance languages the most important appointment for next year is that of Dr. J. B. Beck, author of *La musique des Troubadours* and other books and articles on Old French and Provençal literature, who comes from Bryn Mawr as Assistant Professor to replace Dr. Joseph Seronde who has been called to Yale. The following new instructors in Romance Languages have also been appointed: Otto Muller (Ph.D. of the University of Zurich), H. Z. Yereni-

makis (Doctor of Laws of the University of Paris), Pasquale Seneca (from Temple University), Luis A. Tirapegui (graduate of the Instituto pedagógico de Santiago de Chile), François de la Fontainerie (M. A. of Columbia), W. R. Crawford, W. S. Jack, and Carlos Berguide. The department has a staff of twenty-two men.

NOTES FROM WISCONSIN

The Study of German

Remarks by Professor Hohlfeld in the German Section of the Wisconsin Association M. F. L. T., May, 1920

Speaking of "The Outlook" for the study of German, the speaker distinguished three phases of his subject: the common schools, the high schools, and the colleges and universities, the situation being very different in these three fields.

In the *common schools*, German, together with other foreign languages, is at present definitely eliminated, at least from the six grades below the junior high school. On the other hand, in the *colleges and universities*, the study of German shows everywhere encouraging signs of a steady, tho necessarily slow, recuperation. The high school situation, however, is chaotic and presents a problem that demands careful and unprejudiced study. As a result of the war, German has not simply been replaced, as many people seem to think, by French, and, to a less degree, by Latin and Spanish, but its disappearance in all but twenty-one of our public high schools has occasioned an absolute drop of 24 per cent in the total enrollment in foreign languages, ancient and modern, comparing the present figures with those of three years ago. This loss to foreign language amounts even to 33 percent, or a full third, if the increase in general high school attendance during this period is taken into consideration. Where there were 47 schools teaching no language besides English in 1916, there are now 135 such schools.

The national need in regard to the study of German in high school and college, if not for its literary and cultural values, then at least on account of its indispensability for science, industry, commerce, journalism and general world-intercourse has not been lessened by the war. In fact, many shrewd observers have claimed the opposite. To mention only one thing, often overlooked, German is indispensable for commerce and general intercourse not only in German speaking countries, but also in wide and important areas of northern and eastern Europe and western Asia.

If, therefore, America is not to be permanently handicapped in comparison with countries like England and France, where during the war the study of German in secondary schools has been

allowed to suffer far less, the time has come when an impartial re-examination of the question cannot be safely postponed much longer. Teachers of German, especially if of German birth or descent, will not be able to help much in this respect. They will not be considered sufficiently unprejudiced. They can hardly claim to be so. Nevertheless they may be able to help shape a calm and considerate public opinion, in response to which the competent local bodies or agencies may be induced to reconsider the question before it is too late.

MODERN LANGUAGE REGISTRATION IN WISCONSIN COLLEGES

	Language	Beginners	Others	Total
Carroll College.....	French	28	31	59
	Spanish	48	6	54
	German	15	10	25
Lawrence College.....	French	119	269	388
	Spanish	137	34	171
	German	14	24	38
University of Wisconsin...	French	550	1850	2400
	Spanish	600	900	1500
	Italian	.....	.....	60
	German	109	364	473

A correspondent writes:

"The statement on page 55 of the October number of the *Journal*, that nowhere in Italy is the study of Spanish offered, not even in the universities, is not accurate. In Milan there is, as a part of the Royal Academy, which is equivalent in rank to the faculty of letters in a university, a school of modern languages especially for the training of teachers, in which Spanish has its place. In Milan also is the Bocconi Commercial University in which Spanish is taught. In the University of Rome, until his promotion to fill the place of the late Professor Monaci, Professor C. de Lollis was professor of French and Spanish. Furthermore, every faculty of letters in the Kingdom has a professorship of the comparative study of classical and neo-Latin languages, and of the comparative study of neo-Latin literatures. As is well known, the professor chooses each year the particular field on which he is to lecture; and in many cases the field is Spanish. The only member of the A.E.F. who entered an Italian University and received the Doctor's degree wrote his thesis on a subject in Spanish literature."

The seventy-second annual convention of the Hampden County Teachers' Association was held in Springfield, Massachusetts, Oct. 22, 1920. The Modern Language Section was ad-

dressed by Joel Hatheway, Chief Examiner, Boston, Mass., on: "How are we to make, judge and choose our School Texts in Modern Languages?"; and by Professor Osmond T. Robert, Smith College, on: "The Use of the Reading Book in Modern Language Teaching."

MEETING OF NEBRASKA MODERN LANGUAGE TEACHERS

The annual meeting of the Modern Language section of the Nebraska State Teachers' Association was held in Omaha, November 3.

Some students from the Modern Language Department of the Omaha High School presented, as the first number on the program, the play "Cher Maître," which was followed by a talk on "How We Teach Modern Languages in French Schools" by Mlle Marion Tamin, Instructor in French at Wayne Normal. Mlle Tamin came from Caen, France, about three years ago and has been studying most of the time since then at the University of Chicago where she received her degree last year. She gave a most interesting and instructive talk on the Direct Method of teaching modern languages as it is used in her native land. A boys' quartette from the Lincoln High School sang a couple of Spanish songs. This was followed by an address by Dr. A. Coleman of the University of Chicago on "Some Problems of the Modern Language Teacher." Dr. Coleman's talk was very practical, and unusually inspiring and helpful because, while he set before modern language teachers high standards towards which to work, he realized the problems that they must face, and the limited results which often come even from the best efforts. A Round Table discussion followed Dr. Coleman's address.

In the business meeting it was decided that the incoming officers should correspond with the officers of the Modern Language Associations of adjoining states looking toward the formation of a Regional Section of Modern Language Teachers to affiliate with the National Federation. It was decided, also, that more uniformity in the use of phonetics and of the direct method in the schools of the state would be very desirable, and the incoming officers were instructed to appoint a committee which should formulate plans looking to this end and to submit them, with suggestions as to suitable textbooks, at the next meeting of the Association.

The officers for the ensuing year are:

Pres., Miss Ella Phelps, Omaha High School.

Sec'y, Miss Edith Young, Kearney High School.

Two familiar faces were missing at this meeting, that of Miss Abba Bowen, one of the best known language teachers of the state, who accepted last summer a position as French instructor

at Smith College, and of Miss Edith Kingsbury, also a leader among us, who is spending the year in France.

ANNETTA SPRUNG, Lincoln

Mr. J. J. Champenois, Agrégé de l'Université, M. A. (Edin.) B. Litt. (Oxon), General Delegate for the United States of the Office National des Universités et Écoles françaises, has been placed in charge of Franco-American University relations and interests. All inquiries about opportunities for advanced study in France, courses, degrees, exchange of students, scholarships and fellowships, should be addressed to his office, 419 W. 117th St., New York.

Miss Madeleine Dulou, one of the French scholars at Ripon College last year, is now student-assistant in the Romance Department of Randolph-Macon Woman's College, in charge of the practice sections in beginning French. There are three regular recitation hours in this course, and in addition one hour per week is required for practical drill in pronunciation, dictation, and conversation, which is deducted from the time usually allotted to preparation and carries no additional credit. The results of this experiment have so far been satisfactory.

NOTES FROM NORTH CAROLINA

Mlle Gilberte Valery has been sent by the French government to spend a year in resident study at the North Carolina College for Women at Greensboro and will also assist in conducting conversational work in French.

There is a mild increase throughout North Carolina in the study of Spanish. The chief demand is in connection with commercial courses. French is very popular and will be, for the next few years no doubt, the leading foreign language in the institutions of the state. Since the registration in all the colleges is very large, the need for Romance instructors has so far exceeded the supply that many institutions have been unable to give the instruction demanded.

Reports from several colleges and many high schools in North Carolina show some very plain tendencies. French is very rapidly taking the position formerly held by Latin as the foremost high school language. Owing to this rapid shifting in large degree, students have before come to college with rarely more than one year's preparation in French. This year they come prepared in two years of that language, as is evidenced by the numerical shift from first to second year classes in college. Last year somewhat over seventy-five per cent of the high schools of the state

gave French, but very few indeed offered Spanish. This year a noticeably greater number offer Spanish, which is being eagerly taken—particularly by the boys in the commercial courses. German as a high school subject has almost reached the vanishing point. It is strongest in men's colleges, where it is partly required. The general proportion between the three languages, French, German, and Spanish in the colleges is six, one, and two, respectively. In high schools, as has been indicated above, French far outstrips the other two languages—as it does in the women's colleges, of which there are several in the state.

Prof. Sturgis E. Leavitt has returned to the University of North Carolina after an absence of sixteen months spent in South America on a Sheldon Travelling Fellowship. During the trip he collected material of a bibliographical nature on the national literatures of Peru, Bolivia, Chile, Argentina, and Uruguay.

INDIANA TEACHERS

The M. L. A. section of the Indiana State Teachers' Association met in Indianapolis on the morning of Oct. 21 with Professor Harry Bretz of Butler College presiding. The attendance was unusually good and showed an increasing interest in modern language instruction in a state where until recently these subjects, with the exception of German, had received comparatively little attention in public schools. Some 150 persons gathered in the Palm Room of the Claypool Hotel.

The first paper was a discussion of the application of phonetics to modern language teaching by Professor A. Coleman of the University of Chicago. The speaker undertook, first of all, to correct the erroneous opinion still held by so many people that applied phonetics means primarily the use of phonetic symbols. He showed that the phonetic symbols constitute simply a useful auxiliary to the physiological side of phonetics, which is the essential element to the practical teacher. He pointed out that the important thing to take into account is the great difference between the basis of pronunciation in English and the basis of pronunciation in French or German or Spanish, the three languages most taught in our schools, and attempted to demonstrate with the aid of a few concrete examples how much more scientific is the approach to the problem of a foreign tongue on the basis of practical phonetics plus imitation than on the basis of imitation alone. He remarked that the use of phonetic symbols is less called for in teaching Spanish or German than in teaching French, because Spanish spelling is less arbitrary and less complicated than French spelling. He maintained, however, that when we say Spanish or German is more phonetic than French, we mean simply that a given spelling corresponds more uniformly to a

given sound in these two languages, but that the basis of pronunciation in Spanish or German is quite as different from English as is the French basis, and that therefore a simple and practical explanation by the teacher of how the sounds are made is as integral a part of a thoroughgoing presentation of the pronunciation of these two languages as of the pronunciation of French.

The paper aroused a good deal of discussion. Several persons in the audience had evidently come prepared to combat an advocacy of the use of phonetic transcription, but no one took a position directly at variance to the point of view of the speaker.

Professor Lander McClintock of the University of Indiana followed Professor Coleman with a few remarks on his own reasons for making the phonetic approach to pronunciation, with some illustrations from his experience as a teacher.

The next speaker was Professor E. C. Hills of the University of Indiana who aroused much interest by a short account of his observations during a recent trip to France and to Spain. He spoke of the apparently normal conditions prevailing in France but suggested that under the surface might lie elements for uneasiness which would not be apparent to the summer tourist. In Spain, too, despite the numerous strikes, Professor Hills had enjoyed himself thoroughly and had been much interested in the educational activities with which he came in contact, particularly in the efforts of the *Junta*, which is doing so much now both to arouse the interest of Spaniards in scholarship and to offer excellent facilities for Hispanic studies to foreigners.

Following the raising of the question by Professor Hills, Professor G. D. Morris of the University of Indiana offered the following resolution: "Resolved, that it is the sense of this meeting that the law forbidding the teaching of German in the high schools of Indiana be repealed." After some discussion the question was called for and the resolution was adopted by a considerable majority. There has been considerable newspaper discussion of this action by the section, some of the comments, as may be imagined, being strongly in opposition. It is, however, an educational question of importance that the Legislature must squarely face before very long.

The chairman of the meeting gave the floor a second time to Professor Coleman to speak a word in behalf of the JOURNAL.

After the election of officers for the coming year the meeting was adjourned.

The Society of American Field Service Fellowships for French Universities announces that there will be awarded for 1921-22 on the basis of competition, not to exceed twenty-five fellowships, tenable for one year, of the value of \$200 plus 10,000 francs, subject to renewal if circumstances warrant. These fellowships

will be in the Social Sciences, the Natural Sciences, English, Oriental, Romance, Semitic, and Slavic languages, Philosophy, Psychology, Religion and Law. Successful candidates may enroll for study in any French university, although the Advisory Board counsels that a part of the time, at least, be spent in a provincial institution. The candidates must be citizens of the United States, must be graduates of a college of recognized standing, must have a practical knowledge of French, and must be preferably between twenty and thirty years of age. Inquiries addressed to Dr. I. L. Kandel, Executive Secretary, 522 Fifth Ave., New York City, or to Mr. Elliott F. Shephard, 224 Rue de Rivoli, Paris, will be promptly attended to.

Professor Raymond Weeks of Columbia University is Chairman of the Advisory Board, Dr. Kandel is Executive Secretary, and there are members representing the various geographical divisions of the United States, and three members representing France. The honorary president is His Excellency, Jules J. Jusserand, and the acting chairman is Mr. Charles A. Coffin of New York City. The organization proposes to establish and administer these fellowships as a memorial to the Field Service men who lost their lives during the war and to encourage understanding and fraternity of spirit between French and American educational institutions.

C. C. Connell of Yale has accepted an instructorship at Case Scientific School. Dr. R. C. Kissling and Mr. A. O. Groff have resigned from the modern language department of Case. Mr. S. E. Swanbeck of the Case modern language department spent the summer in Havana engaged in the study of Spanish.

Students who enter Case with two years' preparation in French take Spanish in the Freshman year and resume the study of French in the Sophomore year.

The proper training of modern language teachers in the city of Richmond, Virginia, is being encouraged by classes of college grade in the city Normal School and through the extension courses of the state university. This work is under the direction of Miss Josephine Holt, City Supervisor of French and Spanish, aided by Mr. Vincent Parisi, head of the modern language department of John Marshall High School. The courses are credited toward degrees by the University of Virginia, Columbia, and other institutions.

The enrollment in French and Spanish in the high schools of Virginia shows an increase over last year, particularly for French. In Richmond the Junior high schools have a large enrollment in 6A grade, which is the first opportunity for beginning a modern foreign language. The pupils in French at John Marshall High School will produce in December Molière's "*Bourgeois gentil*

homme." The Virginia State Teachers' Association met in Richmond during Thanksgiving week.

Professor Jameson has been made Professor of Romance Languages, and head of the department at Oberlin College. He had been in charge with the rank of Associate Professor for two years. His professorship is on permanent appointment as distinguished from the two-year appointment as Head of Department.

Assistant Professor Edward Lathrop Baker has been made Assistant Professor of Romance Languages, permanent appointment, his title being changed from that of Assistant Professor of French to the one given above. He will devote himself altogether to the Spanish and Italian.

Mrs. W. J. Horner, Instructor, has resigned and will spend the year in Europe with her husband.

In her absence Mr. Herman H. Thornton, formerly of South High School, Youngstown, has been appointed, with the title of Assistant Professor. He will handle classes in French.

Professor Jameson reports as follows on class arrangements:

"We are going to try out this year an arrangement intended to meet some of the difficulties created by the difference in preparation of students who enter our second year classes. Some of them have had their elementary work with us, some have come from High Schools where the teaching is good, some come from High Schools where the teaching is not good, and there are always some people who have not been studying French for some time.

"We have arranged for three possibilities. First, for those whose preparation is the weakest, we have the second semester of elementary French given in the first semester. There will probably not be very many of these students, but, should it be necessary, we can weed them out of other sections and get them where they really belong.

"Second, for those whose preparation is average, one year or a year and a half in a good High School, or one year in college classes, we have what might be called the regular second year work. This will gather the majority of the second year students.

"Third, those who have high standing in their elementary French, such as those who make B or better with us, or who have unusually high grades from a first-class High School, or those who have had two years of ordinary High School French, will be eligible for special work which we are calling: Introduction to Nineteenth Century Literature. In this course, French will be used very largely, and more reading will be done than in the other classes. The grammatical and composition work will be more advanced.

"Thus we hope to sort out at least three different grades of students, and so give to each the kind of work which it should have. One good feature is, it seems to me, that the ability of some students to do a higher grade of work than the average is recognized and encouraged.

"We inaugurated last year the plan of offering a course in elementary French, beginning in the second semester. We shall, as I have indicated above, give the second semester this fall, and follow up next semester with the first semester of a second year course.

"We have not as yet sufficient teaching force to do the same kind of thing for the other languages, but expect to do so, if the numbers electing Spanish and Italian justify it."

MAINE NOTES

The following account of a class in Beginning Spanish, contributed by Miss Madeline Bird of the Rockland, Maine, High School, when asked by her former teacher to suggest some reasons for her successful work, shows what an ingenious teacher can do to make the most of existing facilities even when they are limited. This was her first year at this work. In the schools of Maine books are furnished to the pupils, but no funds were then available for suitable texts in Spanish. A further handicap was the feeling on the part of certain school officials that Spanish is easy and consequently no training in grammar is needed. The class, altho relatively small, was made up of several different racial elements.

"The last term, as I could not have any more books, I had to resort to original methods. For lessons I would give related words, such as those to be used in taking a trip or those employed by a doctor and his patients or by a grocer or dressmaker and their customers, and then I awaited developments. They always looked up extra words, and often played little scenes which they originated and over which I laughed sometimes until I cried. They were a source of enjoyment because I never knew what they would do next. They were extremely fond of playing before audiences, and we had a great many visitors.

"We recited in one of the science rooms and I never knew what they would do with the specimens there. A jar of sprouting beans served for money, canned goods, and a host of other things. The bottles of ink were everything from milk to medicine. The pupils would seize any thing and put it to some use.

"In one of their original playlets three of them were eating breakfast before taking a trip. All at once they called me and said that I must be the waiter. After breakfast I thought they were going to their seats, but instead they walked to another part of the room, two of them going to the ticket office and the other

to check the baggage. At last the train started and they left on it waving good-bye.

"The last term we also started a club composed entirely of first year students. We took dictionaries to the club as of course our vocabulary was limited. We played games practically all of which were originated by the members with the result that their vocabulary increased considerably. The first night we had original initiations. I alone initiated the first member. Each one after that had more to do, because each girl had something she wanted the others to do.

"At the same time thoro work was not neglected. The class was good in grammar, and knew when and why changes occur in the radical changing verbs. They knew backwards and forwards the imperatives, and the hands would fly up instantly, if any one made a mistake. They could take fairly rapid dictation without any repeating and write with almost no errors. One day we had a spelling match, and some of them could spell so fast it was hard to follow them. I found that these pupils had taken a reader and spelled aloud several pages in Spanish."

Dr. Herbert D. Carrington, formerly Assistant Professor of German in Smith College, is a recent addition to the German department of the University of Maine. Additional modern language instructors are John A. Strausbaugh in Spanish and Italian and Charles F. Whitcomb in French.

Miss Effie Noddin, formerly teacher of French in the Waterville, Maine, High School, is now in charge of Modern Language work at Auburn, Maine.

The study of Spanish has been introduced this fall in the High Schools of Bar Harbor, Belfast, and Livermore Falls, Maine. Courses were planned in other localities but the project was given up temporarily because of inability to find properly qualified instructors.

Enrollment in the French and Spanish classes in Arkansas schools is very gratifying. There is a marked increase in Spanish. Little Rock and Fort Smith both report forty-five in their beginning classes, more than 50% gain over last year. The total enrollment in the Department of French and Spanish at Fort Smith is two hundred and five; about three hundred at Little Rock.

The interest in French continues strong. Little Rock has three divisions of beginning French, with an average of twenty-two in a class. Fort Smith has also three divisions, with a total of eighty-seven, an increase from last year. Van Buren High School reports larger classes in French than ever before, and greater interest especially among the boys.

Unusual interest is felt in the State Teachers' Association at Little Rock, November 13.

In common with many states north and south, Arkansas feels the need of greater revenue to meet the demands of modern days in education. Citizens are holding mass meetings in all the larger cities, in a united effort to secure proper legislation to keep the schools of the State running and up to standard.

The State University is offering Extension Courses especially for teachers, though other people may enter. These courses will be conducted by instructors from the University, and will be given at any point in the State where a sufficient number of students ask for the work. Five classes in Education have been organized in Fort Smith, with more than one hundred and fifty teachers enrolled.

The Foreign Language Section of the State Association met Friday, Nov. 12 at 9:30 in the Court Room. An interesting program was prepared.

Blytheville High School sends a good report of increased enrollment in both French and Spanish.

Professor J. Moreno Lacalle has resigned from the U. S. Naval Academy to accept the position of Head of the Department of Spanish at Middlebury College, Middlebury, Vermont, with which institution he had already been connected since 1917 as Director of the Summer School for Spanish teachers.

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In case the JOURNAL is sent by mistake to a teacher not a subscriber, the proper (and honest) thing to do is simply to mark the wrapper REFUSED and return the JOURNAL (in the original wrapper) to the post office.

In response to the numerous and clamorous requests for the October number of the JOURNAL, the business manager regrets to have to announce that the supply is exhausted and that he can not furnish them. This is admittedly a deplorable state of affairs, but our usual edition of 3000 was printed—and how should the poor business manager know that there would be so many extra subscribers rushing in after the edition was off the press? In fact he disclaims all responsibility for the catastrophe. It is plainly the fault of the editors and contributors: they had no business to make the JOURNAL too attractive.

We are now printing editions of 3200 and shall increase the number if necessary but paper and printing are very expensive these days and the business manager must make both ends meet, financially speaking.

The only consolation that can be offered to belated subscribers is that their subscription will begin with the November number and run till the same month next year.

E. L. C. MORSE, *Business Manager*

Reviews

A SPANISH READER. By JOHN M. PITTARO, Stuyvesant High School, New York City. D. C. Heath & Co. 1919.

The reading lessons are preceded by ten pages of class-room Spanish and followed by two pages of important idioms used in the text. Then we have the inevitable verb-tables, and the book closes with a vocabulary of sixty-six pages.

The list of class-room expressions seems unusually good, but attention may be called to a few of them. "*Colóquense en sus sitios*" is unnecessarily formal for "*Siéntense*" or "*Vayan a sus sitios*." The translation given for "*Guarden Vds. los libros*," would seem to be rather forced. "*Es su turno, señor*," looks like a literal translation from English, for the more idiomatic, "*Le toca a Vd., señor*," or, in question form, "*¿A quién le toca el turno?*" "*¿Tiene alguna falta esa frase?*", seems rather wooden. Why not: "*¿Hay alguna equivocación en esta frase?*" or "*¿Hay algún error en esta oración?*" or even "*¿Está bien esta frase?*" In the case of "*Eso no es respuesta*," it seems to me that "*Eso no es una respuesta*" or "*Eso no es responder*" would be preferable. These few comments are questions rather than criticisms. The matter of classroom Spanish is troublesome to many American teachers and a good little manual on the subject, compiled by an experienced native Spanish teacher, who has not been overlong in this country, is greatly to be desired.

The text is broken up into lessons which for some reason or other are not numbered. Each lesson consists of reading passage, set of questions in Spanish, and various exercises. These last are abundant but happily lack the encyclopedic completeness aimed at in some books.

Of the reading material there is little to be said. The first few are rather difficult—a thing hardly to be avoided. They grow better and more interesting as we get further into the book. Many of them deal with Spain and Spanish America, giving interesting bits of biography and history as well as information about present day affairs and conditions. Many of the selections are from Spanish and Spanish American writers.

The various types of exercises may be indicated by citing those of the first lesson: I. is an exercise in conjugation; II. consists in supplying certain nouns with the appropriate article; III. gives some common phrases to be used in making new sentences; IV. calls for a synonym of *asimismo*; V. asks for the translation

into Spanish of two short sentences. There is no fault to be found with the first four except that the example chosen for Ex. IV. is not a particularly happy one. Some teachers will object to having Ex. V. introduced at so early a stage, and Ex. III. is to be used with caution. In general it is unwise to encourage young pupils to do anything more in their exercises than to repeat exactly what they have already learned. There is the same danger in the early use of such exercises as IV. on page 14, IV. on page 17, IV. on page 24, etc. To allow pupils to do such an exercise as V. on page 27—"Escríbase una composición, de unas cincuenta palabras sobre Nueva York"—at so early a stage of the work, may easily be productive of more harm than good.

The directions for the various exercises are uniformly given in Spanish. The theory is an excellent one, but leads in practice to the use of unusual words which can hardly be of much value. Take as examples "Formúlense preguntas sobre:—." To be absolutely consistent in this matter is hardly worth while.

At the risk of appearing hypercritical or ignorant I venture to question the appropriateness of the direction "*Antepóngase el artículo*" etc., given on page 12. *Anteponer* is not a common word. Is there any objection to "*Escríbase el artículo delante del nombre?*"

On page 13 there is another point that I would like to have settled. Here we have the question "*¿Cómo son los corredores?*" Evidently the answer expected is, "*Los corredores son largos y anchos.*" In the same way the answer to "*¿Como son los profesores de Francisco?*" page 19, line 5, would be, "*Los profesores de Francisco son simpáticos.*"

For years I have heard this type of question condemned as an imitation of the German—"Wie ist der Mann?—Der Mann ist dick," and have been assured by Spaniards that it is not good Spanish. Yet it constantly appears in books by men who are either right or should know better. It is recognized that the type "*Como son los corredores*" is legitimate when it calls for such an answer as "*Todo va bien. La disciplina es excelente,*" but not when it is used as in the examples given from Mr. Pittaro's book.

Again, on page 14, we find, "*Escríbanse las frases siguientes en plural.*" Why not *en el plural*? "*Póngase en plural,*" might be explained as a sharp, concise direction, but this can hardly apply to the elaborate direction quoted above. Native Spaniards have told me that the article should be used. What is the answer?

A few other points in the exercises may be noted. "Este es un mapa," page 22, Ex. I., should certainly be, "Esto es un mapa." Is "*salir bien en el examen,*" page 23, the regular expression? Is there any objection to *salir bien del examen*? On page 28, line 1, we read "*En Navidad.*" Is not "*En el día de Navidad*" or "*Por*"

las Navidades" more usual? "*¿Con quiénes?*" in question 1, page 28, seems ultra formal. There could be no objection to "*¿Con quien?*"

On page 83 in §1 of "El Viaje," we read "En las vacaciones." Would not *durante* or *por* be better, according to the sense intended?

Throughout the book, Mr. Pittaro's notes deserve special commendation. Especially valuable is the frequent repetition of important matters. Many of the points explained in the notes are again given in the vocabulary. Such a procedure—while out of place in a more advanced book—is absolutely sound in a book for beginners. The notes are wisely placed at the foot of the page, where the pupil may consult them with the least possible expenditure of time and effort.

The vocabulary, always the hardest part of a school book to prepare, is well planned and in general well executed. Mr. Pittaro has given the minimum of grammatical terminology: he has listed the forms of irregular verbs; he has indicated the peculiarities of irregular and radical-changing verbs; he has explained the idioms and other difficult expressions met with in the text, and he has inserted, in alphabetical order, all the proper names needing explanation, instead of crowding them into the notes. All this goes to make up a good vocabulary and it is an ungrateful task to call attention to the following points:

If the change of the stem vowel is to be indicated for radical-changing verbs, why not do so in the case of *acordarse*, *acertar*, *almorzar*, *quebrar* and *tropezar*? If we have (ue) under *poder*, why not (ie) under *querer*, even if it be omitted under *tener*. Is it sufficient to give only (ie) under *convertir* and *consentir*? If *deduzco* is given under *deducir*, why not *conozco* under *conocer*, and follow the same practice with regard to *ofrecer*, *proteger* and *instruir*? Is it fair to say that *réponer* means *to reply*, without stating the limitations? Why not list e.g., *loqué* under *tocar* and *pagué* under *pagar*? Finally why dismiss *vamos* with the statement that it is a present indicative, when it is often something else?

The physical makeup of the book is excellent. Paper, print, binding are all good. The pictures are numerous, well chosen and surprisingly clear. The book is a good one and will have many friends. It deserves wide use.

JOEL HATHEWAY

Boston

ELEMENTARY RUSSIAN GRAMMAR. By E. PROKOSCH, Bryn Mawr College. The University of Chicago Press. 1920. 113 pages + Russian English Vocabulary.

Professor Prokosch, the author of the above book, is well known to the profession for his contributions to Slavic, Germanic, and comparative philology, and as editor of several German grammars and other school books.

As in the German texts so in the Russian grammar, the author's chief aim is to make the book interesting, simple, and teachable, sacrificing, occasionally, philological accuracy to practical classroom considerations.

The outstanding features of this new grammar are, briefly, as follows:

1. A scientific exposition of the principles of Russian pronunciation on a phonetic basis. The symbols used are those of the Association phonétique, with certain modifications which make it simpler and more practical for classroom purposes.
2. Inductive presentation of grammatical principles along the lines of the "Direct Method."
3. Simplification of declensional and verbal intricacies, wherever pedagogical expediency has seemed to warrant such procedure.
4. Oral approach to elementary vocabulary through carefully graded and attractive exercises, based on connected material.

There are 69 lessons in the first part, covering 85 pages, followed by a synopsis of grammar and a Russian-English vocabulary.

It should be noted that the vocabulary involves approximately only 650 words. There is a great advantage in this limitation since it encourages intensive study of the reading material, and thorough assimilation on the part of the student.

The book is as yet the briefest and the most practical presentation of the basic principles of the Russian language published in this country, and will, no doubt, be warmly welcomed by teachers of Russian in schools and colleges.

C. M. PURIN

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FRENCH LITERATURE OF THE GREAT WAR. ALBERT SCHINZ. Pp. XIII+433. Appleton, 1920.

Here for the first time in English the public has access to a careful survey of the very considerable number of literary productions by French writers that have appeared since August 1914,

which owe their inspiration to emotions or experiences for which the war is responsible. It was naturally a difficult task to know what limits to set to such a work. The author was guided as far as possible by the judgments of the reading public in France; where this guidance failed him he was forced to follow his own powers of critical appreciation. In Part I Professor Schinz considers first those works that grew out of what he calls the "period of emotional reaction" that followed the outbreak of the struggle, covering roughly the first twelve months of the war period, then the "period of documentation," which includes the following two years, and next the more thoroughgoing discussion of philosophical and political questions that characterize the years from 1917 on. Part II is devoted to the more strictly literary genres: poetry, drama, fiction. The three appendices give very useful general bibliographical information, including a catalogue of some of the best war diaries, and the index of authors and titles lists about a thousand names and titles. This last fact alone suffices to indicate the extent of the material discussed and the amount of labor involved in the undertaking.

For a good many years Professor Schinz has been contributing articles on current literature in France to the New International Year-Book and is unusually well qualified for such a task as compiling the book before us. He has done it systematically and well, and this volume is indispensable for readers who desire a guide through the mass of publications in France that grew out of the war, having any claim to literary value. Advanced students of current literary movements will profit by the author's critical comments and bibliographical notes. Professor Schinz observes a kind of mental weariness in the writing produced in the closing years of the struggle, and concludes, from comparison with the two or three similar crises in French history, that we cannot look for French creative genius to take up again its normal activity until the period of war-weariness has passed.

The reader may be somewhat disconcerted at reaching the chapter on fiction (p. 263) after the extensive discussion of the best known war novels in chapter two of Part I. There are a few misprints (*pupis*, p. 114; *worst*, p. 155; *themselves*, p. 344) and some evident gallicisms (such as: *minister* Richelieu, p. 36; *remarks*, p. 45; French public—who was even in 1918—, p. 60; Girardoux had *signed* . . . a book, p. 102; at the risk of being regarded as *chagrin*, p. 222; *makes* proof, 267; it does not seem . . . that we have *something* so different, p. 352). It is inevitable, also, that the emotions aroused by the great conflict should somewhat affect the judgments pronounced today on the literary products of the war period. It is too soon, for example, to say how just are the author's findings in the cases of Romain Rolland (p. 17 ff.) and of Barbusse (p. 33 ff.), though no one will disagree with the total con-

demnation of that unclean book, *l'Enfer* (p. 38). In any case, Professor Schinz has succeeded remarkably well in a difficult undertaking. The American reading public should be grateful to him.

A. COLEMAN

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THE INFLUENCE OF FRENCH LITERATURE ON EUROPE. AN HISTORICAL RESEARCH REFERENCE OF LITERARY VALUE TO STUDENTS IN UNIVERSITIES, NORMAL SCHOOLS, AND JUNIOR COLLEGES. By EMELINE M. JENSEN, PH.D. Boston, Richard G. Badger. The Gorham Press.

In the preface the author defines even more precisely the object of her study: "The purpose of this book is to trace the influence of France from her earliest days to the present time, and to inspire the reader with a real love for the French people. The French people so brilliant, so courageous, so full of animation and vim are a people whom we to-day especially wish to know. . . . The French show a constant tendency to please even when contradicting. . . . They have an original aptitude for sociability, which has endeared them to other nations. The phrases and sentences, as well as words of the French introduced into the English during the Norman Conquest, have had much to do in giving the English a refining (*sic*) tone."

The public she has in mind is made up of college and university students who "will find here in this little work of historical literary research material for the writing of themes and essays on the subject of France and what she has given to the world." In view of the professed purpose the author should have written her account in at least a good undergraduate style that would safely escape the censure of English instructors. This merit she has not achieved. On page 25 we read: "(Rabelais) had a great intellect and was very humorous and witty. He possessed that satirical *esprit gaulois* which the French claim to have to a great extent." Writing of Opitz and Gottsched the author says (p. 39): "They wandered from the truth as is always the case with imitations. . . . Literature at this epoch became a slave to aristocracy. This was the aim of the French and this was so adopted by the rest of the world." Of Diderot and D'Alembert she says (p. 57): "They took upon themselves the immense task of arranging a vast and complete exposition of all the sciences and of all the arts and of making a universal collection of all knowledge of man, and of all things known to man." This, the author says, "tended to engender skepticism and incredulity."

Jensen's method of paraphrasing well known passages of literature also "tends to engender skepticism and incredulity."

Lessing's famous 17. *Literaturbrief* is garbled as follows: (page 86) "Nobody, maintain the editors of the library, will deny that any good thing given on the stage can have its source any place but in the French." Lessing bravely replied: "I am that nobody, for the true German drama will by far exceed it." This quotation bears only a remote resemblance to Lessing's statement,¹ and is meaningless in itself, but its gravest offence is that it travesties Lessing's style. Style is too individual a matter to be tampered with so lightly. One is tempted to remind the author of what she herself says of Buffon (p. 57):

The one thought, *Le Style est l'homme* (sic) is familiar to every school boy in all countries. He claimed that the style of a writer is that which stamps his work, with its true and real value, and is that alone, which makes it his own. He was one of the neo-classic cult of general terms. His care in the way of expression has been much admired.

Dr. Jensen's own work is notable for the cult of general terms tho not for great care in the way of expression. The influence of French literature on German literature receives some detailed and specific attention in the fourth chapter, but elsewhere we find chiefly random and superficial discussions of all French influences. In chapter I dealing with the "Eleventh, Twelfth and Thirteenth Centuries" there is no mention of French influence in Italy, Spain, or England. The same is true of chapter III dealing with "The Seventeenth Century." In chapter IV, "The Eighteenth Century," one page is accorded to Russia and four plus to Spain. England and English literature, in which American undergraduates presumably are most interested, receive an eleventh-hour mention on pages 103-116. These brief summaries are not sufficient to justify the inclusive title of the work. It should have been called *The Influence of French Literature on Germany* and the author should have cultivated the narrower field more intensively.

The footnotes lead back only to works of a most general nature. Elsewhere than in the fourth chapter we find chiefly references to the *Encyclopaedia Britannica*, Johnson's *History of Modern Europe* and *Sixteenth Century History*, Guizot's *Concise History of France*, Kluge's *Deutsche National-Literatur*, *The Cambridge Modern History*, Nelson's *Encyclopaedia*, Crown's *Encyclopaedia*, and Lange's *History of French Literature*, and this despite the promise in the preface of ample references to "larger and more complete works" in order that the student may read more widely

¹ Lessing actually wrote: "Niemand," sagen die Verfasser der *Bibliothek*, "wird leugnen, dass die deutsche Schaubühne einen grossen Teil ihrer ersten Verbesserung dem Herrn Professor Gottsched zu danken habe." Ich bin dieser Niemand; ich leugne es gerade zu.

on this subject. Even Betz's *Littérature comparée* is nowhere referred to.

A brief statement of the content of some of the chapters may be of interest. Altho the author states (page 8) that the French people "full of ready wit, creative imagination, and spirit" have led the literary world "ever since the early dawn of civilization," she wisely limits her discussion to the period since 1000 A.D. The first chapter treats of the "Eleventh, Twelfth, and Thirteenth Centuries." This brief chapter of five pages dealing with one of the most important periods of French influences is entirely valueless. It begins with some generalities regarding the French origin of the German minnesong and of the German court epic, of which she says the *Nibelungenlied* is a good example. This is followed by two statements, one from Crown's *Encyclopaedia*, another from Nelson's, regarding Charles the Great, and the chapter draws to an end with a long quotation from T. Roscoe (name of the work not given) regarding the French relationships of *Reinike Fuchs* from the time of the *Ecbasis Captivi* until Goethe's time.

The next chapter, dealing with "The Renaissance" in ten pages, suffers also from unwise apportionment of a limited space, and chronology is greatly confused. On page 26 Malherbe is classed as a poet of the Renaissance. On page 22 we read:

In politics again it is France that leads. Lodge says that in 1273 as in 1313 Germany was a mere bundle of States under a nominal head, while France had received a strong national organization under the rule of Philip IV. Germany, on the other hand, was retarded for nearly a hundred years on account of the religious quarrels which resulted in the Thirty Years' War. During this period many new schools and universities were built all over France.

Such congestions of facts are rather frequent in the manual. It is not to be feared that students will derive a false impression of the march of events; they will in fact derive no impression whatever. On page 26 the *Défense et Illustration de la langue française* is attributed to Ronsard whose "renewed" style of poetry was imitated and admired by Opitz. Du Bellay is not mentioned at all.

Chapter III deals with the "Seventeenth Century" in an ampler fashion. In the first half of this chapter stress is laid upon the influence of Descartes and Pascal. Ronsard is again taken up and his influence on Opitz and Gottsched is discussed at length but in such a way as to convey the impression that all three belonged to practically the same period. Confusion of this kind could have been avoided had the author consistently assigned influences to the century in which they took place. The influence of Ronsard on Opitz belongs properly in the seventeenth century

tho Ronsard himself died in 1585. The discussion of Ronsard's influence on Gottsched should have been reserved for chapter IV, the "Eighteenth Century." In the second part of chapter III the great authors of the French classic period are taken up. They were too numerous and of too great influence to permit of adequate discussion within the limits of ten pages. Betz's *Littérature comparée* lists forty-five works and articles on the subject of Molière in Germany alone. Jensen dispatches the subject in about a page beginning with the statement (page 41): "Molière's *École des Femmes* produced a literary war that caused showers of paper bullets of the brain to fly all over Europe." She then vaguely suggests that Lessing was indebted to Molière for his "idea of naturalness in writing" as shown in his "criticisms of the Hamburg literary circles." Apparently by way of explanation she adds: "In Molière's *Les Précieuses Ridicules* we recognize an attack on the over-refinement and affectation of the original, natural manners and impulses of the society of the Hotel Rambouillet, then a school." If the undergraduate is able to surmise Rambouillet for Rambuild, he will still be baffled by the characterization. The influence of Corneille, Molière, and Racine lasted, according to our critic (page 43), until 1760 when "Lessing appeared along the literary horizon and administered such a mighty blow to the *goût français* that the influence of French on German literature almost died out." Lessing set up in its stead "a national German idea of theatre." The remainder of chapter III is devoted to brief paragraphs on La Fontaine, Fénelon, Boileau, Racine, Madame de Sévigné, Bossuet, and Fléchier, their influence on foreign literatures being barely touched upon.

The best part of the book is that dealing with the "Eighteenth Century," for here we come into actual contact with the poets and thinkers of the period. In this chapter the French writers are quoted in garbled versions of the original while their more fortunate German contemporaries, with one or two exceptions, are quoted from English translations. Despite formal defects this most important part of the discussion might prove stimulating to students, and the author seems to control her frequent quotations rather than to be controlled by them as elsewhere. One wonders, however, whether this chapter has not become pieced with the following one by some shifting of sheets. Here we have as subject headings "Montesquieu," "Voltaire," "Rousseau" (the most thoro individual discussion in the work), "Schiller," "Wieland." Under the caption "Wieland," Lessing and Goethe are also discussed. Then follow the captions "Russia" and "Spain," summarizing in five or six pages the influence of France on these countries from 1650 to 1870. Chapter V deals with "Madame de Staël," "Chateaubriand," "Joseph Maistre," "After the Restoration" (title should have been "Béranger"), "Victor Hugo," and

"England." At this point we find ourselves suddenly projected backward into the centuries in the following abrupt fashion. "(Victor Hugo's) works have been so universally read that they have exerted a great influence over many countries. (Caption) The influence of French literature on England became quite marked at the time of the Norman Conquest." The last chapter is entitled "Bergson at the College of France" but deals with several other matters as well in its four pages, and the entire work is brought to a close by a somewhat irrelevant table of Spanish and French royal marriages and an index.

The most conspicuous defect of the work is the lack of that quality which the author calls (p. 28) "a formal respectability as to form." This applies not only to the general arrangement of the work but also to the details. Book titles are frequently given incorrectly as well as authors' names. Thus we find (p. 31) Cambridge's *Modern History*, (p. 40) *L'Art poétique*, and (p. 41) *Wilhelm Meister's Wander und Lehrjahre*; (p. 48 and 49) four times Boussuet for Bossuet and twice Flecher for Fléchier, on page 60 thrice Boyle for Bayle, on page 62 Maret for Marat, and (p. 73) five times Weimer for Weimar. On page 42 Francke's *History of German Literature* is quoted regarding Wiese of Zittam, from which the reader must derive Christian Weise of Zittau. Nearly all these errors reappear in the index. These are not isolated nor even exceptional instances. In a nine line French quotation on page 62 there are ten errors, and errors occur consistently from the dedication page which reads: "A Madame L. R. J., qui m'inspiré cet livre" to the final quotation on page 113, which contains fully a dozen errors, misprints, inversions, perversions, and other corruptions along with the usual number of wrong or omitted accents. Altho it is known that the Gorham Press does its own proof reading, it is not possible to acquit the author of complicity in these misdemeanors. In the text circumflex accents are found not at all, but grave and acute accents are found in just sufficient number to show that the Gorham Press possesses them in its font. But one derives the sad impression that Mr. Badger's compositor is no French scholar and that his stenographer was away on her vacation. If any teacher were for a moment tempted to put this work into the hands of his students he would recoil from the idea after a glance at the footnotes.

On the whole it cannot be said that the author claims too much for the French influence. A few instances of over assertion are to be found: on page 23, for example, we find the assertion that Petrarch and Boccaccio owed their love of liberty and learning to French inspiration, but quite as often she understates the case. On page 17 we read: "The great men of Germany came to Paris (at the time of Charles the Great) to discuss questions of education." The fact is that the German lands were not interested in

education until Hrabanus, a pupil of Charlemagne's Alcuin and "Primus Praeceptor Germaniae," returned to Fulda. In the next chapter, that dealing with the Renaissance, we read that scholars who read Fischart's *Paraphrase* wanted also to read the *Gargantua* in the original, "and so they set themselves to work to learn the French language with more zeal than they had ever done before." This also gives a false impression, for the scholars in question were no doubt already able to read and write French quite as readily and well as German, which had scarcely established itself as a literary language at the time. A reading of Reynaud's *Histoire générale de l'influence française en Allemagne* would have taught the author how to claim more for her thesis and to do so with greater convincingness.

A short discussion on this subject for the benefit of undergraduates has been a desideratum. A treatise may be brief and at the same time stimulating, full of information, and generally reliable; witness Max Koch's *Über die Beziehungen der englischen Literatur zur deutschen im 18. Jahrhundert*. It is not without a certain regret that one discards this book on which so much good will has been carelessly expended, but in order that books dealing with foreign literature even in a general way may be of use to the public, the publishers must use discrimination in the selection of manuscripts and provide themselves with competent proof readers familiar with foreign languages. It has been said: "A bad book one does not review at all," but since this shoddy book is only too likely to fall into the hands of European scholars or even of the better type of students in normal schools and junior colleges, where it may bring the American Ph.D. degree into disrepute, it is incumbent upon us to repudiate it.

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